

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Lawrence McFarrin School of the Arts, Inc.

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Valparaiso, Indiana, Porter County Indiana

School district(s) of proposed location:

Valparaiso Community Schools, School District

Legal name of group applying for charter:

Lawrence McFarrin School of the Arts, Inc.

Names, roles, and current employment for all persons on applicant team:

Lawrence McFarrin, Indiana State Police Department

Kristin Eralec, University of Illinois, Medical Center

Anthony Jones, Lawrence Hall Youth Services

Maurice Wilkins, Indiana State Police Department

Ken Coopwood, Ph.D, Missouri State University

Designated applicant representative:

Lawrence McFarrin

Address:

159 Seymour Ave.

Office and cell phone numbers:

219-218-3326

Email address:

lmcfarrin@comcast.net

Planned opening year for the school:

2013-2014

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.)

The Arts, K -12

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K - 5	Planned 132, Maximum 150
Year 2	K-7	Planned 176, Maximum 200
Year 3	K-9	Planned 220, Maximum 250
Year 4	k-11	Planned 264, Maximum 300
Year 5	k-12	Planned 286, Maximum 325
At Capacity	13	325

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): N/A

Planned submission date(s): N/A

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): N/A

Submission date(s): N/A

2013

The Lawrence McFarrin
School of the Arts, Inc.

2013

The LMSAI

Valparaiso, Indiana

Submitted to, Executive Director

Claire Fiddian-Green

Indiana Charter School Board

August 20, 2012

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Executive Summary

Vision Statement

The LMSAI vision is in a more humane and just society. The vision is to create a learning environment that supports the academic, ethical, emotional and social development of youth and makes them capable of becoming leaders through the development their unique talents. The LMSAI's vision is one that fosters unity, honors interdependence, encourages a sense of purpose, provides an outlet for creative expression, and empowers youth and their families to participate in the educational process in a way that benefits the community and family.

The LMSAI vision is to prepare students for college, careers and global citizenship by offering a fundamentally different approach to education that is designed to address the needs of the 21st Century Learner.

Mission Statement

The mission of the LMSAI is to enable students to become socially and environmentally responsible leaders and lifelong, self-motivated leaders who can access their creativity, make healthy choices, and embrace diversity.

The LMSAI will provide a bold and effective educational experience to the youth of the greater northern Indiana area. Youth will be instilled with a powerful belief in themselves through our core focus on leadership development, intercultural understanding, and the achievement of state standards-based on academic excellence.

The LMSAI will break down the traditional educational barriers by acknowledging that music and the arts, in both current and traditional forms, are modes for progressing global unification.

Our target community is Porter County, specifically Valparaiso Community Schools School District. Our target student population includes families with elementary and secondary students (grades K – 12) who are interested in a Whole Child based curriculum with a focus on the arts. The LMSAI a non-profit organization is dedicated to helping students of all ages, races and backgrounds discover their true potential as human beings by promoting educational advancements that inspire discipline, creativity, unity and joy through the timeless tradition of the ARTS.

Theory Base for Mission and Vision

The LMSAI will offer to children of Porter County Indiana and Valparaiso Indiana a method of teaching that has yet to be offered in the public school system of this area. Modeled after the Whole Child model of teaching, the Lawrence McFarrin School of the Arts will recognize how much children grow from year to year. The Whole Child Method of teaching will stress the importance on the mental, emotional and physical changes at each grade level. This model provides for greater interaction between child and teacher.

The Whole Child Method of Teaching's Theory is to teach children in a safe, protective and naturally beautiful environment using methods that fill each child with delight, wonder and enthusiasm. To facilitate this ease of learning, the Lawrence McFarrin School of the Arts will incorporate all aspects of the arts into daily lessons. The curriculum ensures that the material and its presentation are developmentally attuned to the appropriate age at every grade level. The Lawrence McFarrin School of the Arts curriculum is aligned to the State of Indiana educational standards.

The LMSAI Whole Child Method of Teaching fosters:

- A passion and enthusiasm for learning
- A rigorous academic foundation
- Confidence through hands-on expression
- Creative, flexible thinking
- Affirmation that all children are unique
- Responsibility for self and others
- A balance between technology, developmental readiness and ecological sensitivity
- Empowerment through self-knowledge
- Social intelligence and environmental awareness

An Alternative Approach Method of Teaching

The LMSAI is dedicated to creating a genuine inner enthusiasm for learning that is essential for educational success. The Whole Child Method of Teaching is informed by the Waldorf and educational approach insofar as:

- Students actively learn academics by hands-on experience.
- The arts are evident in every aspect of the curriculum.
- Children learn according to a developmental model which includes the belief that childhood should be experienced with wonder and not rushed.

The aim of the LMSAI, Whole Child Method of teaching is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.

The LMSAI believes that learning occurs in an inquiring, cooperative, nurturing atmosphere. Students increase their own knowledge through self- and teacher- initiated experiences.

The LMSAI believes that learning takes place through the senses. Students learn by manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.

At the Lawrence McFarrin School of the Arts an individual is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.

The LMSAI delivers to their students respect and caring attitudes for oneself, others, the environment, and all life are necessary.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

The LMSAI will be supported by partnerships with local and national artists, organizations, businesses, governmental agencies and volunteers. The LMSAI dedicated to the idea that their program which is based on collaboration, advocacy and support, will help students learn better as they become inspired to acquire the skills and attributes needed to succeed in any of life's pathways.

The board governing LMSAI has begun the process of community engagement through the following organizations: **Summit Youth Adventures, Delta Myxx, One World Many Stories and others.** These relationships have agreed to either assist in many of LMSAI's initiatives or be a feeding source of

students giving students and their parent's options in their education. LMSAI will begin the initiatives to petition overall interest also. These efforts will help establish community engagement.

Education Plan/School Design. Provide an overview of the school's education program, including key non-negotiable elements of the school design. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Whole Child Philosophy and Curriculum

The Whole Child educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world. It is active, not passive. The learner is a problem solver and thinker who make meaning through his or her individual experience in the physical and cultural context. Effective teachers provide experiences so that students can learn by doing. Curriculum content is derived from student interests and questions. The scientific method is used by educators so that students can study matter and events systematically and first hand. The emphasis is on process-how one comes to know.

Progressivism/Critical Theory

Whole Child curriculum is based on the research and findings established in America from the mid-1920s through the mid-1950s. John Dewey was its foremost proponent. One of his tenets was that the school should improve the way of life of our citizens through experiencing freedom and democracy in schools. Shared decision making, planning of teachers with students, student-selected topics are all aspects. Books are tools, rather than authority.

Multiple Intelligences and Constructivist Learning

Howard Gardner's theory of multiple intelligences also supports our idea that schools should be creative, with a rich arts program that stimulates and develops the multiple intelligences within each student. The goal at LMSAI is to encourage several varied opportunities for children to develop their full capabilities – physical, cognitive, artistic, and spiritual – and stimulate the imagination. This means that learners at LMSAI will explore their learning through a variety of instructional delivery formats in the areas of science, mathematics, history, and English as well as the visual arts, dance, drama, and music. It is important to note those topics will be addressed in a progressivism fashion. According to the Whole Child Philosophy, learning is an active process based on authentic experience where the learner is invited to make meaning from the learning environment. Whole Child strongly believed teaching philosophies and practices should be learner focused and address broader frameworks such as peace and environmental education. The curriculum at LMSAI will enable students to use their own sense of discovery and individual experience to make education personal and relevant in a rapidly changing technological society.

The basic premise of the LMSAI is that children, given the opportunity, are natural learners. However, growth is developmental and LMSAI must be prepared to assist students at different developmental levels socially, emotionally and economically. Youth learn best when engaged in activities and studies of interest to them. The curriculum therefore, will be designed to be relevant and responsive to each 'whole' individual student. An individualized student "Success Plan" will include collaboration with community-based organizations, businesses, and community leaders, which will offer opportunities for youth to gain confidence, self-esteem, and co-operative behaviors, as well as life skills.

NARRATIVE

An Educated Person in the 21st Century

An educated person in the 21st century is creative, self-actualized, and enlightened. The Student's is a self-motivated, literate, bilingually fluent, a lifelong learner who is resourceful, technologically proficient, and globally competitive.

Rooted in his/her culture, children have a strong sense of self but will also respect the culture of others. Perceiving himself or herself as a part of a larger community, he is socially responsible, politically aware and an environmental steward. He utilizes critical thinking and creativity to positively impact his surroundings. He makes healthy personal choices and finds balance in appreciation for nature and the arts.

Honest and respectful, he/she makes ethical moral choices. Students concern for social justice enables them to create sustainable solutions through cross-cultural collaboration, respect for divergent opinions and peaceful coexistence. He or She thinks globally and considers long-term solutions over short-term individual gain.

The educated person in the twenty first century embraces the "traditional" and seeks new challenges and new paradigms. Driven by hope and courage, he or she is resilient in facing obstacles and makes life-sustaining decisions. At the LMSAI we are confident that the environment that we will cultivate will positively influence the potential for each student to become an educated person in the 21st century.

The Secretary's Commission on Achieving Necessary Skills Report (SCANS) (2007-2012) developed by the US Department of Labor in 1991 outlines what skills will prepare today's youth to participate in the modern workplace. The report breaks down these skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. The staff at LMSAI agrees in large part with this report's conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society. Underlying this report is the realization that even more than in the later 20th century, information and communication will be the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in this environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Think creatively and logically to make decisions and solve problems;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to have a passion for learning: for learning how to learn and for asking questions and getting information. An educated person is self-motivated a driven to learn throughout his or her life.

An educated person will also need to have extensive computer skills. As information and communication move to a digital medium, the computer in its many forms will continue to grow in importance.

How Learning Best Occurs

Learning best occurs when the community is connected to the school and the environment is warm, friendly, and welcoming. When there is a seamless connection between school, home, and community, everyone—the old and the young, neighbors, students, staff, and family—has a stake in creating a school community that is safe – where humans are valued, nurtured and empowered. LMSAI expects and will encourage active participation of these stakeholders.

Learning best occurs when students and teachers feel engaged in the learning process. Student’s need to internally motivate to learn, and should be inspired and challenged by teachers. Ideally, teachers and students should act as partners working on a very important joint project - students’ educational and personal development.

Within the context of the LMSAI community, learning best occurs when the students understand the relevancy of what they are learning and can apply that learning to constructive projects and activities. Nothing motivates student learning more than understanding why a piece of information or skill will be valuable to the student. Applying knowledge and skills to projects or to solve problems also facilitates cross-pollination among the disciplines, which enhances comprehension of the subject areas individually and gives the student a complete picture of how bodies of knowledge fit together.

Insofar as it is possible and efficient, learning will best occur when students “discover” the knowledge for themselves. Self-directed learning is inherently more satisfying and engaging for students than direct instruction. Students feel more self-confident and are likely to explore topics more deeply when they have discovered the knowledge themselves.

LMSAI believes that learning best occurs:

By using focused hands-on and project based learning;

- Cooperative environments
- Interdisciplinary courses
- Individualized learning plans

Utilizing these varied yet focused instructional methods will keep the student population excited and motivated about learning. We have found that such tactics can combat such statistics such as that 66% of students in the US are performing below grade level (some as many as three years below grade level) and students entering high school are on an average 1.5 years behind grade level, 10% suspension rate, 35-41 students per class, 10% dropout rate and approximately 94.47% attendance rate. The enrollment at capacity of LMSAI will be 325 students; grades K - 12 and student to teacher ratio will be 25-1.

LMSAI will be conducted via an Advisory Council and the Board of Directors of the LMSAI. The Advisory Council’s purpose will be to promote a cooperative and positive effort among teachers, students, school administrators, and community-based mentors and parents to ensure the achievement of the program goals and to develop the best possible education program for LMSAI.

Specific duties of The Governing Council will be defined during the charter and school development phase and will be specified in the charter petition and in the By-Laws of the School. The Governing Council is charged with assessing educational needs and establishing priorities with the object of encouraging each student to realize his or her maximum potential.

Vision for Growth. Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it.

The majority of LMSAI students will be from the community of Valparaiso Indiana, the county of Porter and its surrounding communities. LMSAI will be a place where the community is welcome.

Growing one grade Level Per Year

LMSAI staff understands how vital the first year is to a school. Expectation levels and school culture are established within the very first few months, and set the tempo for the rest of the school's life. LMSAI will begin its school year with grade levels K thru 5 to maximize its chances of establishing a strong, healthy culture. This greatly increases the school's likelihood of success in improving the abilities and habits of all students. Beginning only with Kindergarten thru 5th grade, LMSAI will minimize the amount of variation attributed to new staff, new curriculum and new students.

Data on incoming students will be gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students’ new advisors and teachers from the previous schools. The staff at LMSAI will use this data to ensure that the school has a place for students at the school’s opening.

First Year – 2013	K-5	132/150
Second Year – 2014	K-7	176/200
Third Year – 2015	K-9	220/250
Fourth Year – 2016	K-11	264/300
Fifth Year – 2017	K-12	286/325
Maximum		350

School Design and Class Schedule

In order to accommodate an independent interdisciplinary, Whole Child project based curriculum, LMSAI intends to offer classes that allow for a wide range of educational options, rather than a range of classes, which exclude diverse educational options.

Most classes will be taught using balance pedagogical techniques. There will be 80% of onsite class time, which will be devoted to traditional, lecture style teaching by the assigned teachers. This time will be used to present some of the foundational content and ideas upon which the students will build a more complex, higher understanding of the subject matter.

The remaining 20% of learning time will be devoted to project based learning and enrichment activities. In this part of the program, the students will learn by doing and “discover” content by supplying skills and knowledge to authentic tasks. In this time, the students will also have the opportunity to solidify their own understanding of a particular subject matter by teaching it to others.

Governance and Leadership

The LMSAI Advisory Council will be known as, and will function as the Governing Council. The Governing Council will consist of members elected by and from the following groups: parent/mentor representatives; geographical zones described within the by-laws, faculty members and representative from the Board of Directors of LMSAI A liaison representing Indiana Department of Education will also sit on the Advisory Council but will have no vote. Sub-Committees will be formed to develop policy, develop new programs and implement a strategic fund raising plan. The Governing Council will be assembled quickly in the school and charter development process and will meet monthly over the first year of its involvement and for the first six months after the school begins operation. Following that, the Council will meet three times a year: once during each semester of school operation and once over each summer. All sessions of the Advisory Council will be made public and posted and in compliance with the Brown Act.

Public Operating Principles

LMSAI will comply with all federal and state laws and regulations that pertain to charter schools. LMSAI will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, color, gender, marital status, national origin, ancestry, disability, actual or perceived sexual orientation, medical condition (e.g. cancer related), or age.

Legal

LMSAI will constitute itself as a non-profit 501(c)(3) (see attachment) Indiana Public Benefit Corporation pursuant to Indiana law. The schools will be governed pursuant to the amendment process specified in the bylaws.

Charter amendments will be developed by and voted upon by the Board of Directors and legal counsel before submitted to the District for approval.

Governance:

The LMSAI plans to use a school-based management process involving the staff, administration, students, business leaders and mentors from various community based organizations including churches, businesses, police organizations, etc. Parents will be encouraged to participate if they are available and willing to do so.

The process of school-based management encourages consensus. The Governance of the LMSAI will be conducted via Advisory Council and the Board of Directors of the LMSAI. The Advisory Council's purpose will be to promote a cooperative and positive effort among teachers, students, school administrators, and community-based mentors and parents to ensure the achievement of the program goals and to develop the best possible education program for LMSAI.

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SECTION I: EVIDENCE OF CAPACITY

Founding Group Membership. Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an *important ongoing role in the school's development or operations*.

The following individuals will play a substantial ongoing role in the school's development:

Lawrence McFarrin, Founder;
LMSA Executive Director;
Principal;
LMSA Accounting Consultant;
LMSA Legal Team;
LMSA Fund Development Consultant and; Curriculum committee.

There are key partnerships that will play a sufficient role in the ongoing operations of the school, they include:

City of Valparaiso, Indiana
Valparaiso University Department of Education
Many World Stories, Inc.
Delta Myxx, Inc.
Summit Youth Adventures, Inc.
Dr. Ken Coopwood, Missouri State University

These partnerships will aid in strengthening the development of the student's academic achievement, their character and arts experience.

Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

Our board's level of expertise consists of extensive knowledge in education, specifically secondary education, and curriculum development and implementation. Our members have solid experience in charter schools and government, community engagement, personnel management, finance and accounting, school operations including facilities, and legal matters. Specifically, the expertise spectrum includes:

- Lawrence McFarrin, Founder, Indiana State Troopers BA Degree in English, Recording Studio Professional, Charter School Advocate, .
- Anthony Jones, Founder, BA Degree in Sociology, BA Degree in Criminal Justice, Charter School Advocate.
- Kristin Erdelec, Founder, Master's Degree in Business Management, Healthcare Education Professional, Charter School Advocate.
- Maurice Wilkins, Chairman of the Board of Directors
- Dr. Ken Coopwood, Vice Chairman of the Board of Directors

See **Attachment 1** - full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have *contributed or plan to contribute to the school's development.*

The organization will continue to communicate with leaders in organizations regarding LMSA coming into existence for the fall 2013 season. These organizations are listed below and include educational, arts, and other community organizations. LMSAI will continue to seek relationships with organizations and businesses that align with the mission of LMSA.

The school will form collaboration with other community service agencies that will help to implement a strong tutoring, after school, and parental support programs to promote success in school. These programs will include:

LMSAI - Youth in Theater, Dance and Music - Multi-Cultural productions that will train youth to develop their artistic and acting skills participate in the production of a play and perform in other schools and youth centers.

LMSAI Sports Program- Provides youth, health, team sports, ply metric training and nutrition education.

LMSAI Summit Youth Adventures - SYA is a non-profit educational corporation committed to helping people reach their full potential by building confidence, self-esteem and environmental values through individual and team challenges, leadership opportunities, and educational expeditions. They work with public and private schools, Residential Care Agencies and Foster Care Agencies throughout southern Indiana providing unique outdoor education opportunities. SYA's adventure programs include teambuilding, ropes courses, rock climbing activities, and week-long and 3-day wilderness trips. Students learn to work together to overcome mental and physical challenges that may seem impossible at first. During the process they learn to develop constructive communication techniques, leadership skills, and patience, which open's their minds to new relationships and possibilities.

LMSAI Drivers Education (Year 4) - will be Certified by the Indiana State Department of Education and the Department of Motor Vehicles. High School students from all Indiana schools are eligible to enroll when they reach the age of 16. Successful completion of the Lawrence McFarrin School of the Arts Driver Education Program will qualify the student for a full driver's license at the age of 17 after passing the Indiana State Motor Vehicle Bureau Road Test. A Learner's Permit is not required to enroll in this course.

Defensive driving techniques and safe driving skills will be taught. General vehicle maintenance and problems dealing with the environment will be discussed, along with insurance policies and how to obtain the best rate. Pre-licensing exam will be given and a pre-licensing course completion certificate will be issued.

LMSAI Recording Studio Program offered by Delta Myxx, Inc. - LMSAI classes will provide you with real-world instruction in music production and the recording arts. The instructors will be producers and recording engineers who do this for a living-every day of the week. The audio engineering program will be located on site at the LMSAI.

From the first day of classes held in our own studio, the student will be actively participating in various studio-related tasking such as. Mincing instruments, session set-up, gear repair, and more. The classes will be very small...Never more than 15 students. The students won't sit at a desk; rather, they will be sitting at the mixing boards from the earliest part of the school year. The classes will be highly

interactive...they WILL participate...they WILL be involved... they WILL learn, and improve their audio engineering skills.

Students will be learning everything you need to know about:

- The different types of microphones.
- Signal routing, patching, how to use compression.
- EQ and digital effects.
- How to align an analog tape machine.
- How to synchronize a 24 track machine to Pro Tools HD.
- How to set up complex tracking sessions and much, much more.

LMSAI Martial Arts Program - will be dedicated to empowering LMSAI students to reach their fullest potential through the study of martial arts in a safe, fun and exciting environment. The unique fusion of Brazilian Jiu Jitsu, Thai Boxing, Yoga and functional fitness creates a practical self-defense system designed to holistically train the mind, body and spirit.

LMSAI One World Many Stories Creative Writing Program - One World, Many Stories® works with Non-Profit Government Agencies and schools in the United States of America and the developing world to bring a 13-week book writing project to students, ages 11 and up. This youth empowerment program is designed to give young people the opportunity to hone their writing skills, build confidence in themselves, and have their stories heard by the world. At the end of the program, the best stories are selected to be published in a book and each student whose story is selected receives their own personal copy the book.

LMSAI Photography Program - This program will train students in the process of using a digital camera by emphasizing the differences between digital and film cameras; students will be provided a digital camera when they take this course. The hardware of the camera and the software associated with preparing images will be examined. Students will submit photographs for their assignments and will need to collect their work into a digital portfolio as a final project. Students will learn to use Photoshop software to edit their images for color, tone and style. They will study techniques such as giving an image depth and making people look older, younger, slimmer or fatter, among other features. Other course topics may include compositing, image fixing and scanning. Students will gain practical experience using the tools to make professional photos.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

The founding group of LSMA came together because of their shared love of education and the knowing that our children were missing out on the extra-curricular activities that have vanished from our public schools, especially the arts. They also saw the lack of respect and discipline that was happening in the schools and want to provide students with more structure but also to allow room for creativity, imagination and play. The founding members and the Board of Directors of the LMSAI are confident that this school will make a difference in the future of the lives of children who reside in the northeastern part of Indiana.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. *Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school.* If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in.

See **Attachment 2**, the qualifications and resume for leadership team.

Qualifications of School Personnel

Although the Principal/School Leader has not yet been selected, recruitment is well underway and selection and hiring of high quality leaders and educators will be completed by April of 2013. Acting as the School Leader at this present time is Lawrence McFarrin (see attachment 2)

LMSAI is committed to hiring, training and retaining staff that demonstrate a passion for children, education and community. We will recruit self-motivated people who clearly excel in their respective fields and academic subject; have proven experience in contributing to positive student outcomes, possess cross-cultural child development competency, commit to ongoing professional development; work well as team members to contribute to the mission of the school, and participate in community and professional associations. Consistent with the school's mission and demographic make-up, efforts will be made to create a bilingual, multicultural staff.

LMSAI will retain or employ teaching staff that holds appropriate Indiana Teaching Certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, history and social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

LMSAI may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional staffs will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

LMSAI will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's personnel policies.

Prior to the first day of work LMSAI will require that each employee and volunteer of the school submit to a criminal background check and furnish a criminal record summary. LMSAI will adhere to Indiana laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Montoux T.B. test clearance and documents for U.S. employment authorization. If Food Services staff is hired, a medical clearance is required in order to obtain a Food Handler's Certificate.

School Leader

The Founding Board of Directors will select a School Leader through an application and interview basis. Selection of the School Leader will be based on proven experience in educational leadership; educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development; business management; fund raising experience; commitment to educational reform.

The School Leader will have the following attributes and credentials;

- Excellence and leadership in curriculum and instruction at both the classroom and school level.

- Strong organizational and interpersonal skills.
- a proven track record of experience in education settings and in “startup: efforts.
- Demonstrated management and leadership skills, including financial management skills, strong public and institutional relations skills, and the ability to lead and work with a Board of Directors.

Teachers

The LMSAI teaching staff of the core academic areas will hold appropriate Indiana Teaching Certificates, permits, or other documents issued by the Indiana Commission on Teacher Credentialing. These teachers will teach the core and have experience in language, science, geography, history, mathematics, art, music, physical education and community field-trip experiences. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the schools’ operational policies. Such documentations will be monitored by the Academic Affairs Director and will be kept on file at the school subject to periodic inspection by the State of Indiana Department of Education. LMSAI recognizes that credentials are requirements and additional hiring considerations will be based on whether the teacher possess an academic degree in the subject being taught, has mastered the subject, and is able to convey it to the students in an understandable manner.

The administrative staff will select the teachers on an application and interview basis. Selection of teachers will be based on teaching experience, credentials and subject matter expertise.

Teacher’s responsibilities include:

- Preparation and implementation of lesson plans that leads to student understanding of curriculum content.
- Communication with parents, students’ and other community members.
- assessing student progress and maintaining accurate records.
- Regular participation in professional development.

LMSAI may also employ or retain non-certified instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instruction support capacity. Instructional support staff will not assign grades or approve preparatory courses and activities (i.e. music, drama and dance). All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school’s staffing plan and adopted personnel policies.

Core subject teach qualifications:

- Valid teaching certificate, permit, or other document issued by the Commission on Teaching Credentialing;
- Expertise in the core subject they want to teach;
- Evidence of successful classroom teaching experience;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school and;
- Willingness to take responsibility and exercise leadership for the school as a whole.

Non-core subject teaching staff qualifications:

- Expertise and practical experience in field of instruction;
- Experience working with and/or teaching diverse groups of people;
- Ability to work in a team environment and a willingness to embrace the educational focus of the school.

Administrative Assistant

The Administrative Assistant to the Directors will: manage office operations, assist with accounts payable, invoice reconciliation, personnel and payroll issues, purchase office and classroom supplies, develop/implement administrative procedures for daily school operations, prepare correspondence, reports, bulletins, files, forms, and memorandums, coordinate the publishing of school newsletters and updating website.

Qualifications

Applicants who have previously worked as an administrative assistant, or in an office management capacity and possess the following skills.

- Bilingual (Spanish-English) strongly preferred.
- Ability to coordinate multiple projects and meet deadlines in fast-paced environment.
- Manage long term assignments by organizing and prioritizing work.
- Knowledge of standard operating policies.
- Clerical and administrative support background.
- Organizational skills.
- Ability to work in a diverse environment.

The Administrative Assistant will provide direct administrative support. Under the direction of the Director, will also be responsible for overall front office administration, enrollment of new students and ongoing maintenance of student records and databases.

The Board will evaluate the administrative staff on:

- Overall student academic achievement.
- Maintaining a fiscally sound charter including a balanced budget
- Maintaining and anti-bias atmosphere that is inclusive, nurturing, cooperative and innovative.
- Completion of required job duties.
- Maintaining a safe, clean, aesthetically pleasing facility.
- Compliance with Valparaiso Community Schools School District and other legal requirements.
- Overall leadership ability and contribution to the school mission.
- High stakeholder involvement.
- Effective communication with all stakeholders.

Commitment to ongoing professional development including knowledge of academic best practices and cross-cultural child-development.

Administrators:

New administrators, excluding the position of School Director shall be recruited and interviewed by a committee of teachers and approved by a super-majority (60%) of all full time teaching staff. Following the teacher's vote, the simple majority approval of Board of Directors of LMSAI will be required to finalize the process.

Selection of Teachers:

New teacher candidates shall be interviewed and selected by the School Director, the Master Teachers (pedagogic leaders of core subjects), and the grade level Lead Teacher.

Qualifications

All employees must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. They must be willing to take on responsibility and exercise leadership for the

school. They must have an educational vision that is consistent with the school’s mission and educational program.

All classified candidates will be required to read, sign, and comply with State of Indiana Department of Education’s legal requirement, policies, and Rules for Classified Employees.

LMSAI may also employ or retain qualified non-certified instructional support staff to serve in an instructional support capacity. These employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities.

Assessment

The teachers and staff will take part in ongoing assessments. The School Director, lead teachers and master teachers will perform at least bi-yearly assessments with all of the teachers. Each teaching team will perform their own internal evaluations on a quarterly basis. More frequent assessments may be performed as needed. The lead teachers and master teachers will be responsible for monitoring teacher performance between the bi-yearly assessments.

At the end of the each school year, the School Director, lead, and master teachers will perform a year-end evaluation of all the teachers that will incorporate student performance and student evaluations. If a teacher consistently under performs based on a series of negative assessments over the course of a year, the teacher will be put on probation for a period of one semester. If the teacher does not improve by the end of the semester, the teacher may be let go from the staff based on the recommendation of the School Director, lead and master teachers.

GOVERNANCE

Legal Status and Governing Documents

See **Attachment 4** - For the entity proposing to hold the charter, provide the following governance documents:

the applicant has applied for federal tax-exempt status from the IRS;

Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: *“The organizer’s constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.”*

See **Attachment 5** - a completed and signed Statement of Assurances.

- 1. Governance Structure and Composition.** Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board.

See **Attachment 6** - a completed and signed Board Member Information Sheet for each proposed Board member for the governing entity/charter holder.

The LMSAI is incorporated as a not-for-profit organization with the State of Indiana and is pending federal (501(c) 3) designation (See Attachment). The Board of Directors of LSMA presently consists of seven Board Members. The control and management of the business and affairs of LMSA are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of LMSA .They will delegate the task of managing day-to-day

school operations to the administrative staff. The Board will attempt to arrive at decisions through consensus, but majority vote of the board shall prevail in accordance with nonprofit corporate law. The Board is responsible for insuring that LMSAI operates in a manner consistent with its mission and goals.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school, and *to comply with Indiana's Public Access Laws, including the Open Door Law.*

Non-applicable

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

The Board of Directors will govern and have legal and fiduciary responsibility for the LMSAI. The Board and head administrators of LMSAI will establish and approve all major educational and operational policies, all major contracts over \$3,000 and the school's annual budget. They will oversee the school's fiscal affairs and select and evaluate the top administrative staff. The board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively.

4. Procedures. What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and 16 governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

Board meetings are held bi-monthly. Governing Board meetings will comply with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting. The subcommittees include marketing, finance, and curriculum.

LMSA will have open enrollment policies, will not charge tuition, and cannot discriminate based on disability, race, color, gender, national origin, religion, or ancestry. We will comply with all Indiana laws, except those that expressly do not apply to charter schools. We will comply with laws pertaining to open enrollment, special education, financial audits by the state board of accounts, student health and safety, compulsory school attendance, standardized testing, and accountability.

The existing Board of Directors shall designate all directors/board members. All directors are to be selected at the corporations' annual meeting of the Board of Directors. Board members will be nominated and recruited to ensure that diverse community stakeholders are represented and we anticipate attracting board member with expertise including, but not limited to: legal, financial, educational, fundraising, technology, human resources, risk management, and public/community relations. There will be a minimum of 7 and a maximum of 15 members on the Board, which may include but is not limited to the following:

1. The Director (non-voting);
2. Asst. Director (non-voting);
3. One faculty member;

4. One student;
5. One parent of a student enrolled in the elementary school;
6. One parent of a student enrolled in the middle school;
7. One parent of a student enrolled in the high school;
8. One community representative;
9. One legal representative;
10. One curriculum specialist representative;
11. One human resource representative;
12. Remaining board members will represent a wide-cross section of the community at large each of whom will have particular skills and backgrounds necessary to bring to bear a full range of experience and talent.

5. Ethics and Conflicts of Interest. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.*

See **Attachment 7** - the board's Code of Ethics, Conflict of Interest policy and Student Code of Conduct.

Please refer to Attachment 7, The LMSAI Ethics and Conflict of Interest Policy and Student Code of Conduct.

6. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

Advisory /Leadership Council

The purpose of the Leadership Council is to ensure that those who are directly involved in the school have a voice in the decision-making of the school. The Leadership Council, comprised of all stakeholders, will be responsible for developing the school plan, reviewing the implementation of the school program and assessing periodically the effectiveness of the school plan in meeting benchmarks. All members of the Leadership Council are to conduct themselves as members of the group they are elected to represent, and it is expected they will report back to their respective groups to insure that decision-making is reflective of the needs of the group represented. The Leadership Council will consist of the following representatives:

1. Director of Operations and Director of Academic Affairs;
2. One faculty representative for each department;
3. One parent of a student enrolled in the elementary school;
4. One parent of a student enrolled in the middle school;
5. One parent of a student enrolled in the high school;
6. One classified staff representative;
7. Representatives from each of the School Support Committees.

To ensure communications between all bodies within the governance structure, a representative nominated from the Leadership Council will be on the Board of Directors.

School Support Committee

School Support Committees are working committees. The School Support Committees will strategize on the best methodology to implement the recommendations of the Leadership Council. They will also send proposals to the Leadership Council via their representatives. Students, parents, and community members are welcome on all committees. The following are possibilities for committees:

1. Curriculum Support Services
2. Facilities Support Services
3. Student Support Services
4. Staff Support Services
5. Community/Parent Support Services
6. Technology Support Services

7. **Grievance Process.** Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Process for resolving Complaints and Grievances and Due Process

If a parent or student has a complaint or grievance, he or she may approach the School Leader directly with his/or her concern, or voice his or her concern to a committee representative on the Board of Directors, who will take the issue to the School Leader or Board of Directors as appropriate. If the student or parent is not satisfied with the re resolution, the parent or student may escalate the matter directly to the Chairman of the Board of Directors and ask for a closed or open session hearing of the issue at the next board meeting. (Please see attachment 7, Student Code of Conduct, VII, Student Complaint Process, Page 10).

Charter school/chartering authority dispute resolution

The intent of this dispute resolution process is to:

- Resolve disputes within The LMSAI pursuant to the schools policies.
- Minimize the oversight burden on the Indiana Department of Education.
- Ensure a fair and a timely resolution of disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal.

Disputes Arising within The LMSAI

Disputes arising from within The LMSAI, the Board of Directors and/or administrative staff will resolve including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school. The Indiana Department of Education will not intervene in any such internal disputes without the consent of the Board of Directors of The LMSAI, and will refer any complaints or reports regarding such disputes to the Board or administrative staff of The LMSAI for resolution. The Indiana Department of Education agrees not to intervene or become involved in the dispute unless the dispute has given reasonable cause to believe that a violation of this charter of related laws or agreements has occurred. The Board of The LMSAI may also request the Indiana Department of Education to intervene in the dispute.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards. More information about Indiana's adoption of the Common Core Standards and the implementation timeline can be found at <http://doe.in.gov/commoncore/>.

The description of the instructional design should include, at a minimum, the following items:
-based, independent study, virtual) based support.

Growing one grade Level per Year

LMSAI staff understands how vital the first year is to a school. Expectation levels and school culture are established within the very first few months, and set the tempo for the rest of the school's life. LMSAI will begin its school year with grade levels K thru 5 to maximize its chances of establishing a strong, healthy culture. This greatly increases the school's likelihood of success in improving the abilities and habits of all students. Beginning only with Kindergarten thru 5th grade, LMSAI will minimize the amount of variation attributed to new staff, new curriculum and new students.

Methods of Instruction

The curriculum at LMSAI will be one that is relevant, challenging and empowering for the student and family and technologically enhanced opportunity to solidify their own understanding of a particular subject matter by teaching it to others.

The LMSAI Whole Child curriculum will adhere to Indiana's Department of Education. Standards. Students must take core classes in Math, Social Studies, Technology, English, and Life Skills. The life skills curriculum will focus on a deliberate student "Success Plan" which will focus on each student's individual skills that will help the student to successfully transition from elementary to middle school, to high school. A Life Skill programs will include, Decision Making, Communication Skills, Goal Setting, Accountability, gender issues, budgeting and financing. Students will also choose elective classes in the Arts, Sports and the Lawrence McFarrin School of the Arts Social Studies in Community Action program. All Students will adapt to the military discipline program. After school programs will include multiple extracurricular activities. The school environment will support a personal approach to learning, with wrap-around support for students that includes team-building activities, field trips, and access to quality mental and physical health care.

Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in monthly group counseling sessions to support each other through the joys and trials of parenting.

Class sizes range from 20-25 students with a 25:1 student/teacher ratio, allowing students to receive more individualized attention from teachers. In relation to this idea, teachers at LMSAI will be able to design their own curriculum, creating curriculum that is relevant and responsive to each individual student. An academic advisor, who focuses primarily on curriculum and on instructional strategies, will support teachers. The advisor will meet with individual instructors as often as 1-2 times every other week. All students will independently study and tutors will be provided to all students who need extra support.

LMSAI will combine both independent, experience-based learning and site- or classroom-based studies to afford students the best opportunities to succeed. LMSAI intends to use a combination of the two, providing independent distance learning through collaborations with regional businesses, mentors, and other organizations, and providing site-based education through a full curriculum and support services implemented by professional, credentialed staff at the school's site.

Curriculum

The LMSAI Whole Child curriculum will be aligned with the academic performance and content standards of the Indiana State Board of Education and supplemented by proven research-based curriculum models including the Whole Child Philosophy and the Whole Child Curriculum (background given below). In this way, we will ensure a highly focused curriculum for all students coupled with a creative, stimulating, learning environment. Curriculum and instruction at LMSAI will be linked to standards and assessment. Instead of having a curriculum that measures student against students, LMSAI will implement a curriculum that values mastery of central concepts and skills that will enable them to do well in their academic lives and take advantage of life's opportunities. The LMSAI curriculum will also include a leadership, human development, environmental and peace education component. The leadership and human development, environmental and peace education components provide a forum for students to discuss issues pertinent to their lives and challenges students to look deeply at themselves and those around them. It helps them respect the interconnectedness of humanity, ecology, and life's wonders.

Curriculum Overview

LMSAI will adopt curriculum and developmental framework and will build instructional programs that provide appropriate standards-based instruction and coherence in all content areas. Teachers will work together to coordinate a standards-based educational program within and across the grade levels and content areas.

The core curriculum will include English Language and Literature and a Spanish Language and Literature curriculum, which will be studied by all students. The school will support students who are English Language Learners transition from the bilingual program into the general education program. Core curriculum will also include Mathematics, Science, and Social Studies, Computer Technology, History (American, Black and Hispanic), Physical Education and Visual and Performing Arts. In addition, each student will be required to follow the military discipline standards of the school and participate in a Life Skills program that will include, Decision Making, Communication Skills, Goal Setting, Accountability, Gender Issues, budgeting and financing. Elective subjects will include Music, Recording/Entertainment, Dance, Theater, Recording, Drivers' Education, Economics and Foreign Language and Intramural and Individual Sports, the Creating Change curriculum and the Rural Action Environmental Learning Curriculum.

Social Studies

The Social Studies curriculum will draw from and be reflective of the State content standards. Like other areas of LMSAI, Social Studies will be taught with a balance of lecture through audio and interactive Technology programs, hands-on-projects, and seminar-style, Socratic discussions. Rather than memorizing many facts, the middle school students will be tasked with doing primary source research to develop their own interpretation of an historical event. Students will look at events with perspective and examine facts and documents with a critical eye. Students will work to uncover the underlying circumstances and motivations that precipitated an event or led to a particular situation, and try to understand how to use the past to inform how they look at the present and future.

The teachers will focus on making the curriculum accessible, meaningful, and relevant to all students, K thru 12. Cross-curricular projects, such as a documentary film about a local historical event or figure for

middle and high school students, will help students make connections among subject areas and understand their communities better. These kinds of projects will also allow the students to look at their own values, perspectives, and identity as they form ideas about how to interpret and present a set of events based on information gathered through interviews, documents and other resources.

Integrated Sciences

The Science curriculum will follow the sequence of the Indiana content standards. Teachers will focus on hands-on learning and will attempt to integrate the sciences as much as possible. Students will conduct many field studies so that they can understand the connection between them and the world around them. Small group laboratory work for middle and high school students will be a central element of the LMSAI hands-on science curriculum. As in other classes at the LMSAI, the students will be expected to make presentations and convincingly present conclusions that are supported by scientifically substantiated facts.

Based on the National Science Education Standards, Benchmarks for Science Literacy Project and the Indiana Department of Education Guidelines for Instruction, the LMSAI science curriculum engages students in hands-on inquiry methods in an environment, enriches their experience with outdoor education programs, and satisfies their quest for knowledge with more traditionally based research and instruction. This combination of process, activity, and content facilitates the experience of all types of learners by allowing students to engage in a wide range of scientific investigations while promoting the excitement of discovering about the world around us.

All students will be introduced to the nature of science. They will understand that scientific knowledge is subject to modification and that there is no fixed set of steps that all scientists always use during scientific investigations. Specifically, students will identify questions related to their own lives and each branch of science throughout the year. They will design and construct scientific investigations by researching and critically analyzing information, hypothesizing and testing their predictions with appropriate tools and techniques, and making unbiased conclusions based on evidence.

Arts

The arts, particularly music, recording and the visual and the performing arts, will be emphasized at LMSAI. Students will develop an understanding of how people use dance, music, theater, and the visual arts to express ideas and emotions that they cannot express through language alone. Students will learn to communicate in at least one artistic medium, and will perform or present their new skills for a public audience. The instruction will emphasize the roles of reflection, critical judgment, and imagination in the artistic process.

The middle school and high students' academic study of the arts will be paired with advanced media arts jobs training courses such as filmmaking and web design. Projects in other subject areas will draw upon the student's academic and vocational arts training. Students may make documentary films about historical events, web sites illustrating a chemical process, or perform songs that are characteristic of a particular literary period.

Foreign Language

Middle school students will accurately read, write, speak, and comprehend a foreign language other than English to an intermediate level and be familiar with the customs and culture of the country from which the language originates. When there is demand, immersion classes in one or several languages will be offered during one day of the week.

Spanish

Acquiring a second language for English speakers and strengthening language skills for Spanish speakers is fundamental to the development of our students. It provides an opportunity for cross-cultural

communication and helps our students compete globally in the 21st century. For English speakers, learning a second language offers many benefits. Not only does it allow them to communicate in a language other than their own, it helps them acquire an objective view of their own language and culture. It also enhances their understanding of the structures in the new language as well as in their own language. For native Spanish speakers, strengthening their written and oral skills help them achieve bi-literacy and proficiency in English.

Beginning in the second grade through middle school students will learn how to communicate in Spanish. They will accurately speak, read, write, and comprehend the Spanish language to an early advanced level. They will be exposed to different cultures of Spanish speaking people throughout the world. Students learning Spanish as a second language will start with basic grammar, vocabulary, sentence construction, reading and comprehension. They will advance to progressively higher material. We will use the Language Learning Continuum of the Indiana Foreign Language Framework to ensure that students receive level-appropriate instruction. The Language Learning Continuum provides a model of stages of progression in the second language acquisition process. By creating an environment where students are comfortable taking risk, teachers will provide students with ample opportunities to read, write, and comprehend Spanish. At all stages of their language development, students will be expected to practice what they learn. For native Spanish speakers special emphasis will be placed on developing their writing and reading comprehension skills. They will focus on grammatical and orthographic accuracy in writing.

Physical Fitness

Students at the LMSAI will be required to participate in a rigorous physical fitness during the school year. The Lawrence McFarrin School of the Arts Sports program will field any sports teams; the students wish to participate in. LMSAI will also offer a range of fitness options including such activities as Tai Chi yoga, golf, tennis and the martial arts. Youth Summit Adventures, Inc. will provide the students with wilderness and outdoor orienteering activities.

Humanities

Humanities use an interdisciplinary approach – linking History, Language Arts and Social Studies to the Arts so students can understand the interconnectedness between subjects. Although art and geography will be incorporated, LMSAI will concentrate on English Language Arts and History. Students will take Humanities during middle school.

English

The study of English and Language Arts is designed to develop effective written and oral expression, reading and critical thinking skills as well as mastery of the fundamentals of grammar. Creative and expository writing assignments, grammar, and vocabulary development evolve in part from assigned literature. It is our goal that all students become skilled and reflective readers and writers.

History

The study of history attempts to give students at LMSAI a global inquiry of civilizations. History courses are designed to provide students with the analytical skills and factual knowledge necessary to deal critically with national as well as international issues. Students' will learn to assess historical materials and their reliability in order to weigh the evidence and interpretations presented in historical scholarship.

Mathematics

The school mathematics program at LMSAI is designed to appeal to all learning modes and intelligences and prepare students to successfully meet middle school, high school graduation as well as state college

and university requirements. Mathematics offers a cooperative and competitive approach with multiple forms of assessment and daily challenges. Portfolio-based assessment guarantees that a significant portion of all assessment is holistic and allows a student's proficiency to be demonstrated through a mode consistent with his/her natural gifts while eliminating the fear and anxiety with high-stakes testing. Formal and standardized test-taking skills are also developed to help prepare students for middle school, high school and college.

Leadership/Human Development

The LMSAI curriculum in Human Development is designed to provide an opportunity for students to talk openly and thoughtfully about age-appropriate issues. LMSAI is committed to creating a learning environment that takes a holistic approach to student development. The course will provide students with the tools to strengthen character, develop personal responsibility, values, ultimately achievement of their well-being and self-worth. The LMSAI Human Development curriculum will emphasize life-skills, conflict resolution, and stress management, getting along with each other, respecting differences, and recognizing personal strengths. Student input is solicited to ensure that the Human Development/Leadership course is relevant to students' needs.

Life Skills

The LMSAI Life Skills program will offer a curriculum whose purpose is to raise students' self-esteem, self-awareness and appreciation of others. The Life Skills program will focus on working with diverse groups under pressure, coalition building and experiential exercise. For instance, students will be required to be able to build bridges amidst the heat of emotional group conflict. Students will be given the opportunity to reflect on their lives and examine the quality of their relationships to themselves, others, and the community. Students will be taught techniques in listening and speaking, working cooperatively, and behaving with respect towards themselves and others. Participants of the Life Skills program will teach and learn from one another, "each one, teach one". Traditionally used by the indigenous population in North America, the Life Skills program is a way of including the whole community in the process of decision-making. The LMSAI Life Skills program will be gender separate so that students will have the opportunity to freely speak from the heart.

Social Studies in Community Action

Community service will promote social, political, and moral understanding and respect. By connecting students to people beyond the school gates, students will understand that their connecting relationship to the community does mean more than being a mere consumer. Community service will help students learn about issues beyond their home and family through personal experience and involvement in their own neighborhood, understanding the personal impact that their own contributions can generate. The Social Studies in Community Action curriculum teaches respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, and political or religious belief, physical or mental ability. Social Studies in Community Action will teach empathy (a willingness to understand the views of others from their standpoint) and appreciation of and respect for diversity. The Social Studies in Community Action curriculum will instill self-esteem, accepting the intrinsic value of oneself; it will inspire commitment to social justice, equity and nonviolence. The Social Studies in Community Action curriculum will teach the students to show concern for the environment and understanding for their place in the eco-system. Student will learn commitment to equality. The Social Studies in Community Action curriculum will teach peace across the academic curriculum.

Technology

The appropriate use of technology greatly enhances a community of constructivist learners. At LMSAI, students will learn to develop and manage a digital portfolio as a means of assessment. In addition,

students will learn web site design using interface software programs. Students will then use the web page as an essential tool in the community and at home. Students will be expected to use technology to create:

Desk top publishing
Portfolios
All written reports
On-line research

Environmental

The Environmental Learning program will provide interdisciplinary teaching, with an emphasis on natural history and environmental issues, hands- on discovery and sensory awareness, problem solving and critical thinking, cooperative learning, lessons which will complement current classroom curricula and service learning community based projects that will explore environmental issues, promote stewardship and will implement projects that will benefit the community.

Topics featured in the curriculum will include: Biodiversity, air, energy and the environment, land use, solid waste and recycling, geology, winter ecology, aquatic explorations, natural rhythms, nature-inspired art, history and geography of local natural resource uses, journaling, and creative writing. Assistance with on-going school and community based stewardship projects will also be offered.

The school will integrate technology into the curriculum that will enhance the ways in which students can learn and will ensure that all students are technologically literate. Technology will be integrated into all core subject matter. Teachers will use technology to improve communication, collaboration, and instruction. All staff will be required to become proficient in the use of job related forms of technology.

Time on task will be stressed within all lessons and assignments to help achieve a high level of student engagement. Students receive a minimum of one and one half hours of reading/writing work and no less than two hour of mathematics a day.

LMSAI staff will employ a variety of alternative, detailed reward systems such as learning contracts, and a grading system that bases evaluation on the Individualized Success Plan (ISP) and a normative emphasis on academic excellence. There will be a clear orientation to work, and learning.

Teachers will use early identification and research-based intervention to assist students who are not progressing. The school will form collaboration with other community service agencies that will help to implement a strong tutoring, after school, and parental support programs to promote success in school. These programs will include:

LMSAI - Youth in Theater, Dance and Music

LMSAI Sports Program

LMSAI Summit Youth Adventures

LMSAI Drivers Education

LMSAI Recording Studio Program offered by Delta Myxx, Inc.

LMSAI Martial Arts Program

LMSAI One World Many Stories Creative Writing Program

LMSAI Photography Program

LMSAI will set high expectations for student achievement and of their own staff performance. LMSAI will hold themselves accountable for the progress of the students they teach.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

LMSAI shall meet all statewide standards and conduct the pupil assessments required pursuant to the Indiana Department of Education Codes and any other statewide standards authorized in the statute, or pupil assessments applicable to pupils in non-charter public schools.

Specific skill-level standards will incorporate those included in the current state standards. In order to maintain our commitment to ethnic diversity, student performance data will be analyzed according to major ethnic groups, grade levels, and gender. This will enable the LMSAI to ensure that student performance is consistent across all groups.

LMSAI will address all state content and performance standards through its curriculum in each of the “core” academic areas of math, language arts, science, history, and social science.

Measurable Student Outcomes

Curricular Focus	Measurable Outcomes	Assessment Tools
English language and literature	Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary work.	ISTEP, DIEBLS, Student Progress Report Portfolios
Spanish language and literature	Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.	Student Progress Report Portfolios Student/Performance Skits PARCC
Mathematics	Students will conceptually understand and work with fractions, decimals, percent’s, statistics, probability, ratios, proportions, the formulas (i.e. circumference and area of a circle, the Theorem of Right Triangles) equations, exponents’ conversions between different units of measurement, and graphing.	ISTEP, DIEBLS, Student Progress Report
Science	Through investigation and experimentation students will understand principals of Physical Science (Earth’s Structure, heat/thermal energy, genetics, evolution, living systems, motion, forces, structure of matter), Life Science (chemistry of living systems, periodic table, density and buoyancy) and Earth Science (earth in the solar system, reactions).	ISTEP, DIEBLS, Student Progress Report Portfolios Science Expo

History	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking (Explain how major events are related to one another in time), historical interpretation (explain the central issues and problems from the past, placing people and events in a matrix of time and place), and research, evidence, and point of view (frame questions that can be answered by historical study and research)	ISTEP, DIEBLS, Student Progress Report Portfolios
Visual and Performing Arts and Sports	Student Assessment is based upon effort, willingness to take creative risks, and willingness to participate in the process of reflecting and working.	Student Progress Report
Leadership Development	Student assessment is based upon willingness and participation in Community Outreach Activities	Student Progress Report Portfolio.

In order to prepare students for achievement on state standardized and performance-based tests, state and district standards in all academic areas will be addressed throughout the year in the content of the lessons. This will apply at all grade levels. Students will be given a variety of ongoing assessments, including school-and teacher-developed tasks and tests and school performance-based tests and grade level assignments, in order to prepare them for state standardized and performance-based tests. Assessments given will measure students' growth toward and mastery of state and district standards. Appropriate follow-up will be given to students relative to the assessments results. Follow-up will include re-teaching, teaching using different strategies peer-to-peer teaching, and one-to-one tutoring. After school tutoring and parent conferences designed to give support and ideas to parent on how to assist their children.

Overall School Outcome Goals

LMSAI will concentrate on educating children in the traditional educational environment that focuses on the philosophy and framework of the Whole Child. The LMSAI will have these basic characteristics at all levels:

- Teachers educated in the Whole Child philosophy and methodology appropriate to the age level they are teaching, who have the ability and dedication to put the key concepts into practice.
- A partnership with the family. The family is considered an integral part of the individual's total development.
- A multi-aged, multi-graded, heterogeneous group of students.
- A diverse set of Whole Child materials, activities, and experiences, which are designed to foster physical, intellectual, creative and social independence.
- A schedule that allows large blocks of uninterrupted time to problem solve, to see the interdisciplinary connections of knowledge, and to create new ideas.

- An atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development.

The staff will instill on the parents and their children that LMSAI has;

Leadership that is intent on focusing the school on instruction and education so that everyone understands that even the independent learning school is a place for learning.

A climate in which staff; students, parents, guardians and the community share the expectation that all students can learn in a safe environment where students are expected to behave according to established, rules of conduct; and

Instruction and management from teachers highly skilled in a variety of instructional methods and techniques who use clear instructional objectives, activities that are tied to objectives, and frequent monitoring and evaluation of each students “Success Plan” that becomes the road map of achievement in school and beyond.

Curricular Outcomes

The LMSAI project based curriculum will include all of the elements listed below, which will prepare students to be educated people in the 21st century:

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression, with communication skills appropriate to the settings and audience. They will comprehend and critically interpret multiple forms and styles of expression, including literature from various periods and cultures.

Social Studies: Students will understand and apply their knowledge of civics, history, and geography in order to serve as citizens in today’s world of diverse cultures.

Mathematics: Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, and other mathematical subjects who the staff and school governing board deem appropriate.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences.

Foreign Language: Students will gain a basic understanding of a foreign language, how language affects culture and will focus on English as a Second Language for the Hispanic Youth population and for their families who do not speak English.

Computers and Media Technology: Students will gain proficiency in the skills needed in a technological world, including basic programming, typing, worked processing, and use of the Internet as a research tool. Students will also become proficient at a variety of media technology tools used in web design, film production and graphic arts.

Visual and Performing Arts: Students will gain the means and skills to express themselves artistically; the students will present work to an audience of students at the school and surrounding elementary and middle schools.

LMSAI will meet all statewide standards. LMSAI will also conduct the pupil assessments requirements pursuant to the Indiana Department of Education. Part of making college a realistic option for our target students is ensuring that they receive appropriate counseling about college entry requirements and opportunities for financial assistance. Staff will help students prepare for college entrance examinations and complete strong applications to the schools of their choice. LMSAI will also communicate with colleges and universities to raise awareness of its quality program and its system for evaluating student work.

As LMSAI becomes more familiar with its population, the performance goals may need to be modified. LMSAI will strive to have better average daily attendance, and graduation rates than the average public school rate.

The strength of LMSAI rests upon the development of the whole person. Although the development of the whole person is difficult to measure quantitatively, it can be observed in several ways:

- Students will show self-esteem improvement
- Amicable social relations with peers
- Motivation to learn
- Students are socially and academically competent

3. Provide a course scope and sequence by subject, for each grade level proposed, that demonstrates *clear alignment with Indiana's Academic Standards and the Common Core. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year.*

See **Attachment 8** for LMSAI course scope and sequence.

A team of educators along with the LMSAI Curriculum Specialist will design the curriculum based on the Whole Child Philosophy and aligned to the Indiana State Academic and Common Core Standards. Team members thus far will include; Lawrence McFarrin, Founder/Executive Director, Chris Harmon and Ken Coopwood, PhD. The Curriculum Specialist has not yet been selected. These members will meet once per month to update everyone on progress and share elements throughout the month via email. The members will communicate via 'email and phone conference regularly designing the curriculum. At present an outline of the potential curriculum can be seen in attachment 8, LMSAI course and sequence. The entire curriculum will be completed by June of, 2013.

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core. In particular:

1. *Provide the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.*

LMSA is committed to providing an instructional environment that encourages students to excel in academics and their field of performing arts. Students must pass all classes with a minimum of a C in order to be promoted to the next grade level. In addition, students must pass ISTEP+ in the appropriate subjects required by the appropriate grade level. Students and parents will be notified regarding promotion and graduation by mid-term of the 4th quarter.

Elementary School Promotion Requirements to Middle School

Please see Attachment 9; Academic and Exit Standards

Middle School Promotion Requirements to High School

Please see attachment 9; Academic and Exit Standards

High School Graduation Requirements

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/core40/overview.html>

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

All coursework will be factored into the final GPA. The transcript will include the student GPA, grades for all 9-12 subjects completed while being registered at LMSA.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

High school students who graduate from LMSA will be prepared to attend a college of their choice.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

Instruction to each student will be determined based on the pre-registration assessments and prior school records. The method for addressing the students who are below grade level will involve Individualized Educational Plans. IEP development will involve early identification and support for students with learning and behavioral needs. Strategies to address the needs will be developed by student assessment and IEP which can be completed by the general education teacher. The level of intensity of the strategies will be based on data from observation of the individual student. Each individual student will receive enrichment activities that focus on their areas of interest. Those struggling in math will have the opportunity to spend extra time on that academic subject as with all other subjects.

School Calendar and Schedule

1. *Provide the school's proposed calendar for the first year of operation*, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in the academic year. Note the length of the school day, including start and dismissal times, instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.

See **Attachment 10** - the school's proposed calendar for the first year of operation.

LMSA school hours will be from: Staff 7:30 AM – 5:00 PM, students from: 8:00 AM – 4:30 PM, four days per week. The extended day schedule will be on Tuesday, Wednesday and Thursday from 8:00 AM – 6:00 PM, offering after school activities and extra time needed for academic and performing arts instruction and individual music lessons. LMSA will also offer early morning breakfast time from 6:30 AM – 7:45 AM. This allows the extra time needed for extra academic and performing arts instruction and

individual sessions. Friday is an early dismissal day (School dismissed at 1:00 PM for Students, 2:30 PM for Staff) to allow more time for instructional development and planning. The schedule will be a modified block schedule including longer sessions for subjects during the week. In the core subjects, students will receive six 50 minute classes of instruction time 4 days per week and two 90 minute classes of instruction 1 day per week. In addition, the school year is a 210 day calendar. Researchers state that this ensures that there is better instruction and retention as the students will have less time in the summer to forget information (Schulte, 2009)⁵. Thus, the calendar will be increased from the state required 188 to 200 days. See Attachment 10 for the school year calendar for 2013 and the weekly schedule.

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

The students of LMSA will have a strong sense of self but will also respect the culture of others. Perceiving himself or herself as a part of a larger community, he is socially responsible, politically aware and an environmental steward. He utilizes critical thinking and creativity to positively impact his surroundings. He makes healthy personal choices and finds balance in appreciation for nature and the arts.

Honest and respectful, he/she makes ethical moral choices. Students concern for social justice enables them to create sustainable solutions through cross-cultural collaboration, respect for divergent opinions and peaceful coexistence. He or She thinks globally and considers long-term solutions over short-term individual gain.

LMSA is a family atmosphere in which each student is encouraged and supported academically, physically, socially and mentally. It will be an atmosphere based on that the belief of: “Twenty years from now you will be more disappointed by the things you didn’t do than by the ones you did do. “So throw off the bowlines, sail away from the safe harbor. Catch the trade winds in your sails, Explore, Dream and Discover”. In other words students will be given the opportunity to use their imaginations, they will be taught their dreams will come true by gaining knowledge through discovery.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

All students, family member or guardians will experience an entire week of getting to know the school. (R.E.C.E.S.S. or LMSA school orientation). Families will be welcome to visit the school at any time to meet the Administration, Teachers, and all other staff, review the curriculum, have lunch, experience team building events and develop overall camaraderie with their new classmates.. This three time a year event will be called RECESS or LMSA’s Recreational & Educational Community, Ensuring Success in School. One on one meetings will be set up with the Administration or with Teachers so that families’ might get to know the staff on a more personal level.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

The typical day of a student is that they will arrive by parent/guardian transportation or public transportation between 7:45 AM and 8:00 AM, unless they come earlier for breakfast. LMSA students are taught as individuals, managed as a team, disciplined individually and as a team and work together to align personal development to the mission of the school. LMSA will produce committed and capable youth who will usher forth a new way of learning and discovery with respective families and communities.

Project based learning abounds in every grade, in every level and in every discipline. Teachers will work in clusters collaborating between grades and subjects, sharing teaching artists, musicians and technology curriculum. Students will work together on projects that stimulate understanding of many subjects at a time. This is how true understanding happens: in layers of experienced knowledge, through exploring, sharing and living dreams and the discovery of knowledge.

Our students reinforce math skills by applying it to the built environment—using geometry to build pyramids or sky scrapers, river systems or dwellings. They learn literature and history through a Humanities lens. Students participate in small writing, math and science skills classes, and labs featuring multidisciplinary approaches that dissect the Big Ideas of Global History.

With parent permission, 9-12 graders may go outside for lunch or stay in the cafeteria. Hallways celebrate student work, and all students are expected to support and be mindful of space and the range of ages that coexist under our roof. After-school activities keep students here until 5:30 All after-school activities are free.

At the end of each day students will be excited and anxiously waiting for the next day to arrive.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

The Music Teacher starts work each day at 7:30AM. Students between 7:45 and 8:00 AM and classes begin at 8:00 AM. The Music Teacher is responsible for choosing, ordering and teaching choral music to students in grades 7 through 12 as well as writing curriculum and keeping up their state teaching certification by taking appropriate graduate courses. The students choose the music class (only 1 Fine Arts credit is required for graduation), so if they are not interested or intrigued with the selection, they do not register. This is good because the Music Teacher only gets people who are serious about music and singing, but if the music course is not interesting, fun, challenging and fulfilling, no one will sign up and the Music Teacher's job would not exist.

Some of the things that a student may not realize about the Music Teacher's job includes the fact that there is much more involved than simply teaching and preparing lessons. There is a tremendous amount of interaction with students which requires setting time aside to listen to and help troubled students. Students come into my classroom from before 7 AM until long after our evening rehearsals are over to talk about their life choices, problems and sometimes just to "hang". The Music Teacher needs to find time for them and hope that the words they offer will help them. Just being there means a lot and many teachers spend a great deal of (unpaid) time being there for the kids. We go to their games, are active in interscholastic events and music teachers participate with their students in many weekend and evening concerts, music festivals, performances and competitions.

There is a lot of organizational and administrative work that also goes into this job. The Music Teacher becomes an event planner (most choirs perform in the community and tour many times each year), production manager (concerts require a tremendous amount of planning), accountant (fund raising, budget planning) and publicity agent.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend *summer school*, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

LMSA will not offer summer school due to LMSA extended school year and the length of the school day throughout the LMSA school year. The break from the end of the school year 2014 to the beginning of the next school year 2014-2015 will be only 6 weeks.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Co-curricular programs will be not only be offered in the performing arts (dance, drama and music). These occur daily during the morning and afternoon schedule. Supplemental classes will also be offered in exploring and adventure; Summit Youth Adventures and Creative Writing, One World Stories, (please see narrative).

3. *Describe the school's programs or strategies to address student mental, emotional, and social development and health.*

LMSA will have two counselor's one for elementary and middle school students and one for all high school students who will help the students with mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Not applicable

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. *Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations.*

Academically Low-Achieving Students

Services for academically low-achieving students will begin with a diagnosis of the student's needs by LMSAI staff members. Staff will be trained in the signs of common learning differences to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths.

As a nurturing school, LMSAI is an ideal environment for students with non-standard needs. Each student will be assigned to a mentor group headed by a credentialed teacher. The teacher/mentor will oversee the progress of the students in his or her group and will help the student identify where extra help is needed. In addition to the personal attention the students will receive at LMSAI small, tight-knit community, LMSAI will also employ a variety of assessment methods to direct the students' educational plan and develop an appropriate intervention, some which are listed below:

2. IEP reports;
3. ISTEP test scores;
4. Graded tests and quizzes;
5. Teacher observation;

6. Class and project work.

Intervention will be provided in the following manner:

- One-on-one tutoring during school day if needed
- Subject-specific enhancement classes
- Homework support in after school programs
- Counseling
- Parent support

English Learners

Being bilingual is not only an asset but is a necessity. Given the demographics of the community of Valparaiso and its surrounding areas, it is important for all students to be proficient in two languages. LMSAI will offer Spanish and English as a Second Language. We believe language and the ability to communicate fosters cross-cultural understanding. To achieve this end, we will work with English learners on developing their English and Spanish literacy skills. We will also provide Spanish as a second language for English speakers.

We will incorporate several strategies in core academic classes to help English learners master the language. First, we will use the English Language Development standards as a guide to structure lessons and assessments. Second, we will use SDAIE (Specially Designed Academic Instruction in English) techniques to enhance English learners' understanding of core curriculum content. These techniques will not only make the material comprehensible but will assist the students in achieving greater proficiency in English. We will seek to provide a comfortable environment where students are willing to take risks and make mistakes, draw from their own experiences and find the material meaningful and interesting. Prior to the beginning of the school year, teachers will receive training on ELD and SDAIE techniques to inform their instructional and assessment practices.

By using diverse instructional practices, teachers will ensure that English learners can successfully comprehend academic content. They will use comprehensible language, express content in multiple modalities, use visuals and give students ample opportunities to develop proficiency in the four language domains: listening, speaking, reading and writing. Through directed interaction and flexible grouping, teachers will provide specific and targeted instruction. During group work offered once per week, English learners will alternate between working with other students within the same ELD level and diverse ELD levels depending on the activity.

Teachers will design common assessments that measure various proficiency levels. Teachers will then use these assessments to inform their instructional practices and determine language development progress over time. Additionally, we will use ELD portfolios to collect samples of student work to assess the level of progress of the student. The portfolios will travel with students from year to year. Lastly we will use the Indiana English Language Development (PARCC) test to identify English learners, diagnose areas upon which to focus, and as one of the criteria for reclassification. It is our hope that students who are continuously enrolled that from their first day of enrollment they will advance at least one level (e.g. from beginning to early intermediate) each academic year.

Students with Individualized Educational Programs

LMSAI will monitor students to ensure that they receive appropriate support services. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of students' needs. LMSAI is committed to create a supportive environment for students with exceptional needs, and to provide services for those students who have IEP's.

Academically Gifted Students

LMSAI seeks to have every student's educational experience be rigorous. Teachers of gifted students will be trained to provide additional challenges for these students. Portfolios and exhibitions are particularly useful in ensuring that students are performing at their potential. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with the material. Research shows that students deepen understanding their own understanding of material through the process of teaching others.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

See **Attachment 11** - *the school's Enrollment Policy*

ENROLLMENT POLICIES

As public schools, charter schools comply with state and federal regulations, and their admissions are open to students in accordance with the school's charter agreement. The procedures below outline the enrollment process at LMSAI:

The enrollment process for the first school year begins with a "pre-enrollment period" for all interested students and their siblings, children of full-time employees, and children of governing board members (see the last section for the school's enrollment priority policy). The pre-enrollment period begins in March of 2013 and end at the beginning of April, 2013.

Following this pre-enrollment period, applications for all other new Lawrence McFarrin School of the Arts students will be available beginning April 1, 2013 at selected community open house meetings, at the Lawrence McFarrin School of the Arts office and on the Lawrence McFarrin School of the Arts website to mark the beginning of an open enrollment period. Completed Lawrence McFarrin School of the Arts Application for Enrollment forms may be turned or mailed in or turned in at the Lawrence McFarrin School of the Arts office.

If there are more applicants than the number of spaces available for a grade level, spaces remaining in each such class after the students who were registered during pre-enrollment will be awarded on the basis of a lottery. All complete applications for those grades will be placed into the lottery. If necessary, a public lottery for applicants in any grade level that requires one will be held.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

See **Attachment 12** - the school's discipline policy and the Student Code of Conduct

LMSAI believes that all children have the right to learn in a safe environment that promotes fairness to all. In addition, we believe that students learn best where there are no distractions during the learning process. Consequently, teachers are responsible for maintaining an environment that promotes positive behavior and mutual respect for all.

2. *Provide the school's discipline policy, which should include a summary of the following:*

a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.

- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
- c. A description of the appeal process that the school will employ for students facing expulsion.
- d. How parents will be informed of the school's discipline policy.

Parents and Community

COMMUNITY OUTREACH

The LMSAI will recruit a socio-economically, racially, and academically heterogeneous group of students from across the communities that surround Valparaiso IN of Porter County and Valparaiso itself. The LMSAI shall attempt to achieve a stable pupil population that represents the racial and ethnic diversity of the area that the Porter County covers. The startup budget of the LMSAI allots for an extensive community outreach program to disseminate multi-language information and brochures to all students of school districts within the Porter County and surrounding areas about enrollment in the Lawrence McFarrin School of the Arts, Inc. Outreach meetings will be conducted throughout Valparaiso IN, Porter County and surrounding areas and will be conducted by the LMSAI staff and community partners of the school in Spanish and English.

LMSAI will publicize enrollment timelines and enrollment process, utilizing local newspapers, radio, churches, synagogues, mosques, social and fraternal organizations, and community based organization which will allow for a broad-based recruiting and application process including parent orientations. LMSAI Director will meet with community leaders that represent different racial and cultural backgrounds to enlist their support and advice in the recruitment process.

LMSAI will conduct outreach through civic-oriented community organizations (Rotary Clubs, Kiwanis, etc.) in throughout Porter County and surrounding areas to seek parents and students interested in becoming socially and environmentally responsible leaders, lifelong, self-motivated learners, who can access their creativity, make healthy choices, and embrace diversity.

LMSAI plans to achieve this racial and ethnic balance stated above by continuing outreach efforts by distribution of information and related materials to community meetings, public housing, neighborhood meeting areas, religious institutions and other areas where diverse families might be reached. The majority of LMSAI students will be from the community of Valparaiso, IN. The LMSAI will be a place where the community is welcome.

2. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Parental Involvement

LMSAI operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of the partnership. Throughout the charter development process and beyond, LMSAI will involve parents as a key stakeholder in the school. During the planning phase, parents will be invited to join community input groups that the school will establish to help with facilities, funding, community support, and outreach.

The Commitment to Excellence form outlines the ways in which LMSAI expects and needs parents to support the educational mission of the school. The commitments for parental support include helping with homework each night, assisting their child in contacting the teacher regarding any problem or question on assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at the independent learning center site if the need arises.

Other opportunities for parent involvement include report card pick up, parent night and newsletters, local field trips and end of the year trips. LMSAI parents will also receive a parent/student handbook upon the commencement of the school.

Process to Ensure Parent Involvement

Creating a small community of learning where everyone has a sense of ownership and purpose, LMSAI Board of Directors is made up of parents, community members, and other stakeholders. The LMSAI staff believes that increased parents involvement translates into increased student achievement. LMSAI will encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

LMSAI will form a parent committee that will meet monthly to discuss school issues and policies.

Parent-Teacher meetings will be held at least four times per year in order to facilitate communication among parents, teachers, administration, and students, track the progress of the students, and develop any necessary interventions.

Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest, consistent with the vision, mission, and policies of the school.

Parent/guardians of each student will be encouraged to provide a minimum of three hours of service per month, or equivalent, to the school. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

The staff of LMSAI will maintain open lines of communication at all times with parents. Beyond meeting with staff at parent-teacher conference, parents will be advised teachers will be available for additional conferences as needed.

4. Provide evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.

Please see attachment: Attachment 13, Evidence of Support from Community Partners

Performance Management

IMPORTANT NOTE:

The ICSB will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that will be incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standards and ICSB policies. A complete description of the ICSB Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available on the ICSB website.

To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.

1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

LMSAI will utilize DIBELS as the primary interim assessment in the lower division (K-2) and NWEA as the primary interim assessment in the middle and upper divisions (3-8), as well as ISTAR as appropriate. These assessments will be aligned with Indiana State and Common Core Standards to ensure appropriate student performance.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

At LMSAI student performance data will be collected and maintained at both the classroom and school levels. A major focus at the lower level is to ensure all students enter grade 3 reading ready. Lower division teachers will maintain DIBELS performance data and monitor student growth by individual student performance, class and grade level. Middle and upper division teachers will use ISTEP+ data to monitor student growth in a variety of demographic areas including individual student performance, class, grade level, content area, gender and ethnicity. As with lower school, data analysis will be used to determine instructional and academic interventions, identify curricular gaps, and conduct cross grade level planning and placements.

The school leadership team will support the collection and analysis of data to ensure the alignment of curriculum and instruction with results and student needs.

3. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Data from the indicated assessments (DIBELS, ISTEP+) will be maintained and the school level by the school leadership team and communicated to teachers for collaboration as a part of grade level, cross grade level and all staff planning and development. LMSAI will secure Power School as the primary student information system, which will provide access not only to school staff but also to parents, to support parent involvement with regard to monitoring of student progress. Through its recruiting efforts, the goal of LMSAI is to employ a leadership team with experience in the analysis and interpretation of performance data as well as the development and implementation of plans to address improvement.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Before the school begins, teachers and administrators will receive data management training from various organizations and individuals. . Finally, the principal will provide on-going professional development on using data to improve student learning

5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

LMSAI has high expectations for student performance. However, should the expectations of the board regarding student performance not be met the principal will be required to create a corrective action plan. The corrective action plan must address curriculum, instruction, and professional development and provide a clear strategy and timeline for improvement. The corrective action plan must be submitted to the Board of Directors for approval and then implementation.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure

See Attachment 14, Organizational Charts

1. Provide an organizational chart for the proposed school at full capacity. The chart should identify all administrative, operational, instructional and non-instructional staff members.

School Leadership & Staff Hiring, Management and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

The LMSAI timeline for recruiting will begin March 2013 concluding in June 2013 as described in our start-up plan. Hiring and dismissals are conducted by the Executive Director. The Executive Director will follow the outline as written in our personnel manual.

LMSAI will seek teachers who have a Bachelor's degree with 1 to 3 years' experience within area of Whole Child Philosophy subject matter expertise. In addition, candidates should have analytical, evaluative, and critical thinking skills and working knowledge and understanding of pre-college educational programs. Finally, candidates should possess demonstrated ability to implement positive classroom arrangement techniques with a diverse student population.

2. Most charter applicants propose to use vigorous recruitment, professional development, and management practices to ensure that all *of the school's teachers are high-performing*. In reality, only a fraction of teachers in most schools actually achieve outstanding outcomes with students. In light of that near-inevitable outcome, how will the school ensure that every student has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?

The teaching staff will have access to developmental resources to ensure the teaching process expected at LMSAI. We will utilize technologies design to strengthen this instructional process. These technologies will be incorporated in the classroom instruction to give students hands on working knowledge of the subject matter.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The evaluations will be conducted by the Principal using the state RISE evaluation documents. Teachers receive at minimum weekly observations by the principal and receive feedback. In addition, the observations will focus on planning and instruction, leadership and professionalism.

- **LMSAI will recruit and train effective teachers and support professionals.**

The school will utilize the consistent observation method as well as reviewing standardized test scores to identify and address development needs or concerns. The Principal will conduct these on-going evaluations and conduct one-on-ones with the teachers. Teachers needing improvement will be addressed immediately and put on a performance improvement plan to demonstrate when the action plan is met. If there is no evidence of improvement, the teacher will be released.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

LMSAI shall pay for the salaries, fringe benefits (health insurance, liability insurance, worker's compensation, and unemployment insurance), employment taxes and other employment related costs and expenses for all employees with Operating Funds deposited in the School Operating Account.

Employees of LMSAI shall be at-will employees and will not use contracts. The following are the basic benefit programs in which full-time employees may participate:

Health & Dental/Vision, Retirement:

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

Before the school opens, the Board of Directors and the school leaders will participate in training that will assist in developing a team to establish the desired culture of the school. The Board of Directors and the school leaders will also participate in leadership development classes and workshops. The Executive Director will focus on leadership training in the charter schools specifically for business and finance management. The principal will focus on developmental courses and Word Workshop courses to assist in the engagement of the teachers.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

New teachers participate in an annual New Teacher Induction for one week prior to the beginning of the school year. Teachers will attend professional development sessions provided by LMSAI designed with a focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the grade level expectations, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the needs assessment and student data analysis are the basis for professional development throughout the year. The topics will include:

- LMSAI Overview, Mission, Vision, and Core Values - —LMSAI way / culture
- Instructional Strategies
- Introduce curriculum
- Review books
- Set up rooms

3. Include the expected number of days/hours for professional development throughout the school year and *explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan*. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Teachers at LMSAI will receive feedback regularly through no less than monthly observations, and more often, weekly. Two formal reviews will occur in the fall and spring using the RISE evaluation form developed and adopted by the state of Indiana. The observations and reviews will address planning and instruction, leadership and professionalism. The principal will meet with the teacher after the observation session to provide feedback and support for improvement. In addition, student and parent survey data will be collected annually and shared with the teacher to aid in the process of improvement. Outside of the

professional days built in the calendar, LMSAI teachers will utilize Friday which is an early dismissal day to allow more time for instructional development and planning.

Policies and guidelines for continued performance development will include:

- Word Workshop Training
- Arts and Music Integration
- Differentiation Training
- Other personal development workshops to develop within skill-set or as required by federal, state, local labor boards.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

LMSAI will utilize an evaluation tool at the conclusion of the sessions offered to measure immediate effectiveness. During the one-on-one sessions, the Principal will follow-up with teachers regarding how they (teachers) have incorporated the new process recently learned from the professional development in their classroom and if it was successful or unsuccessful.

Start-Up & Operations

1. **Start-Up Plan.** Provide a detailed start-up plan for the period leading up to the school's first day of student attendance.

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

See **Attachment 15** – Start-up plan

See **Attachment 17** – Budget and Staffing Workbook

3. **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

LMSAI will not provide transportation. It is therefore the responsibility of the families to transport the students to and from school daily. School event transportation needs will be contracted as needed. If there are students with disabilities, LMSAI will make certain that transportation for activities are wheelchair accessible and meet the other needs the students may have.

4. **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Policies

Before commencing instruction, LMSAI will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

- LMSAI will adhere to Indiana laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Mantoux T.B. test clearance and documents for U.S. employment authorization. LMSAI will require that each employee of the school submits to a criminal background check and furnish a criminal record summary.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- In addition to providing students with substance abuse education, LMSAI will maintain a drug, tobacco, and alcohol free environment through intervention and disciplinary action. Any student found in possession of, or under the influence of illegal drugs, alcohol or tobacco, will be disciplined according to the school policy. Any student who is found selling drugs or alcohol will be expelled from LMSAI.
- Teachers and staff at LMSAI will be mandated reporters for suspected child abuse. The procedure for each mandated individual will be to file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet the appropriate authorities accordingly. Staff will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.
- Policy requiring that instructional and administrative staff receive training in first responder emergency response.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies for responding to emergencies on field trips.

Procedures-Safe School Plan

Prescription Drugs. Parents must bring prescription medication in the original containers with the name of the prescribing physician, the name of the student, and the dispensing instructions. Parents will complete the appropriate authorization form to administer medications. Medications will be stored in a locked cabinet or refrigerator as needed. Designated staff will log times for administering medications for each student and dispense accordingly. In the case of long-term prescriptions, designated staff will attempt to provide parents with one weeks' notice to alert them that additional medication is needed.

Disaster drills will be conducted on regular basis. Students will be made familiar with the "duck and cover" technique. A disaster drill commencing with the "duck and cover" routine will initiated be an announcement by the administration. Staff and students will hear "This is an emergency drill. Duck and cover". During this drill in the teachers will turn off lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement or a visible signal from the administrative staff.

If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignment such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Fire

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for the purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the designated staff will attempt to locate the missing students.

Evacuation Plan

Whenever the administrative staff has determined that the independent learning center must be evacuated, the designated personnel will verify the name and position of the person placing the alert. Once confirmed, school personnel will give the evacuation code word, “safe school drill” at a designated time. Teachers will proceed with their students to the nearest exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class roster with them. Students who are not in a classroom at the time of the signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members, designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to office personnel and an individual will be assigned the task of finding any missing students. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

In the event students cannot return to the school site, the administrative staff will notify parent and/or the media as to where the students can be picked up. The office personnel will sign out students as they are being picked up by the parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release. An emergency map will be posted in each room and will contain the following information and locations:

- Student/staff assembly areas – inside and outside the building
- Emergency Student/staff evacuation routes
- Incident Command Center
- Search and Rescue Routes
- Utility Shut-off locations
- Fire hoses and extinguishers
- First aid center
- Hazardous materials storage areas
- Emergency toilet facilities
- Emergency food, water and blankets
- Emergency equipment – flashlights, etc.

Other Disasters

In the case of disaster other than earthquakes and fires, the administrative staff will contact each room, advise staff of potential dangers, and give further instructions. Teachers and students will remain in their classrooms until instructions are received of an “all clear” or an evacuation, (unless the teacher perceives that the immediate threat of remaining is greater than leaving to evacuate to the safety zone). No one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The designated staff will turn off the gas. All unassigned staff will report to the office or other pre-designated spot for assignments such as clearing offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

All bomb threats will be taken seriously and at face value. The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. The adult will immediately notify the telephone company to trace the call and immediately thereafter, notifying the police using 911.

The school will be evacuated and designated personnel will coordinate information requests to law enforcement and/or fire department officials, and parents. The school will remain evacuated until law enforcement and/or fire department officials have deemed it safe to return. Students and school staff will not be allowed back in until the site is officially cleared.

LMSAI shall employ a part-time nurse who will oversee and supervise compliance with the requirement that all students and staff provide records documenting immunizations to the same extent that this is required for non-charter public schools within Indiana Department of Education.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only). Not applicable

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis.

The applicant should provide an estimate from an insurance agent/broker for the insurance coverage detailed below. The insurer must be rated A-VII or better by A.M. BEST or a comparable rating service. The Indiana Charter School Board requires the following minimum insurance coverage per school: See **Attachment 16** - an estimate from an insurance agent/broker

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow

applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations.

LMSAI is in the process of locating a facility suitable for the best instruction in academic subjects and the arts. The school will need approximately a 12,500 sf facility the first year. With plans to add a grade each year, the space needs for years 2-5 are 20,000 sf, 22,800 sf, 25,900 sf, and 30,100 sf respectively .

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.
Not applicable (see number 1 above).

Budget & Finance

IMPORTANT NOTE: Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/>

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. *Describe the school's financial/internal controls.*

Financial management will be provided by the Board of Directors working directly with the school Executive Director. Although the Executive Director will be ultimately responsible for the day-to-day management of the school's finances and for ensuring that the school stays within the annual budget, the Board will work with the Executive director to construct a feasible annual budget and will approve the final budget and any modifications that may be requested throughout the year.

2. Provide a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template.

See **Attachment 17** - 5-Year Pro-Forma Budget

3. Provide a detailed budget narrative. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:

a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

Both the Executive Director and the Board of Directors will participate in the development process. Currently, our fundraising plan is very conservative and includes public sources, foundation grants, corporate sponsorships, an annual drive, and special events. During the start-up phase, we will detail this plan, and as needs are identified. A Fund Development Consultant will also be involved with grants, allocations, and other funding when appropriate.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

All areas mentioned above are budgeted, however we will maintain cash in reserve for emergencies. We anticipate receiving categorical funding for special education. Retirement is budgeted in the compensation plan.

See **Attachment 18**, a detailed budget narrative

LAWRENCE S. McFARRIN

• 219-218-3326 •

Lawrence.McFarrin@Comcast.Net

More than 15 years of diverse experience in Law Enforcement. My accomplishments consist of proficiency in use of firearms, safe driving, and public service. I have maintained myself as an ideal community advocate by improving quality, safety, and service excellence. I maintain committed contribution to building community relationships that focuses on safety, security, and improvement of quality of life. I am skilled in building long-term relationships with diverse civic and professional groups. I have learned to incorporate the use of diplomacy, ethics, self-discipline, and compassion into these person to person interactions.

Bachelor of Arts Degree 1989 -1994 • Liberal Arts, English • Indiana State University, Terre Haute, Indiana

PROFESSIONAL EXPERIENCE

Indiana State Police, Indianapolis (assigned District 13, Lowell, IN)

7/2001 – Present

State Trooper

Work involves many independent decisions. Troopers normally perform duties alone, requiring independent judgment to make decisions for unique circumstances. Some complex problems may arise that require an immediate decision. Troopers receive general instructions before and during the shift.

Duties

- Patrol county, state and federal roads to detect and apprehend criminal and traffic law violators.
 - Investigate vehicle crashes.
 - Perform a wide variety of courtesy services.
 - Make death notifications.
 - Attempt to locate motorists and/or other people for the delivery of emergency information.
 - Direct and control traffic at disaster scenes, crash sites and special events.
 - Render first-aid to people until advanced Emergency Medical Services arrive. Conduct criminal investigations.
 - Coordinate and assist investigative efforts with the Criminal Investigation Division.
 - Testify in criminal and traffic court.
 - Prepare and submit evidence in compliance with department standard operating procedures.
 - Transport emergency medical supplies, blood, human organs, etc.
 - May be selected to serve as a department specialty team member.
 - Serve as a Field Training Officer.
 - Assist the Federal Aviation Administration in the investigation of aircraft incidents.
 - Present law enforcement related public affairs programs.
 - Assist the public and all police agencies at any time and in any manner possible.
- Perform other duties as required.

Accomplishments

- Indiana State Police “Hi 20” Shooting Award at Putnamville Pistol Match 2012 (10th overall)
- Indiana State Police “Possible” Shooting Award
- Indiana State Police “Distinguished Expert” Shooting Award

- Indiana State Police – Recognition for excess of 350,000 Safe Driving Miles
- Driving While Intoxicated Enforcement Award (2011), LaPorte County

LaPorte City Police Department, LaPorte, IN

5/1996 – 6/2001

Police Officer (Patrolman)

Work involves enforcing laws, mitigating public disturbances, investigating possible crime, and apprehending those responsible for breaking the law.

Duties

- Patrol city roads to detect and apprehend criminal and traffic law violators.
- Investigate vehicle crashes.
- Perform a wide variety of courtesy services.
- Make death notifications.
- Attempt to locate motorists and/or other people for the delivery of emergency information.
- Direct and control traffic at disaster scenes, crash sites and special events.
- Render first-aid to people until advanced Emergency Medical Services arrive.
- Conduct criminal investigations.
- Coordinate and assist investigative efforts with the Criminal Investigation Division.
- Testify in criminal and traffic court.
- Prepare and submit evidence in compliance with department standard operating procedures.
- May be selected to serve as a department specialty team member.
- Serve as a Field Training Officer.
- Present law enforcement related public affairs programs.
- Assist the public and all police agencies at any time and in any manner possible.
- Perform other duties as required.

Accomplishments

- 2001 Police & Fire World Games - Cycling (Road and Off-Road Competitions)
- Bicycle Patrol Unit (Specialty Team)

Indiana Department of Corrections, Camp Summit Boot Camp, LaPorte, IN

8/1994 – 5/1996

Youth Services Instructor

Responsible for promoting pro-social values, personal accountability and goal setting by utilizing peer group behavior management techniques. Responds to and directs critical incidents by performing crisis intervention and prepares daily troop progress reports including analyzing and documenting critical incidents in the medium to high security Juvenile Male Facility.

Duties

- Military Drill and Ceremony
- Physical Training
- Substance Abuse Treatment Group
- Case Management Knowledge
- Behavior Management
- Residential Treatment Theory and Practice

KRISTIN G. ERDELAC

• 219-617-1169 •

kerdelac@gmail.com

More than 10 years diverse leadership experience in ambulatory healthcare operations with significant accomplishments in business development, marketing, ideal patient experience standards and improving quality, safety and service excellence. Commitment to building a patient-centric health care delivery system that focuses on overall clinic functions and processes. Skilled in building long-term relationships with all levels of hospital staff and medical vendor representatives.

A highly motivated professional with excellent communication, interpersonal and problem solving skills who builds consensus and promotes teamwork. **Key qualifications include:**

- Outpatient Physician Clinics
- Patient Flow
- Patient Satisfaction
- Accounts Receivable
- Billing
- Patient Access / Scheduling
- Training and Development
- Business Development / Marketing
- EMR
- Revenue Cycle Management

Masters Degree 2005 • Business Administration • Purdue University, IN.

Bachelor of Science Degree 1994 • Healthcare Administration • Indiana University, IN.

PROFESSIONAL EXPERIENCE

University of Illinois Medical Center, Chicago, IL

10/2008 – Present

Assistant Director, Radiology Administration

Responsible for managing day to day administrative operations for the Department of Radiology.

Manage critical revenue cycle functions including appointment scheduling, patient registration and insurance precertification.

- Manage 23 direct reports
- Referral development
- Recruit, interview, and hire personnel

Memorial Medical Group, South Bend, IN

7/2006 – 4/2007

Practice Manager

Responsible for managing day to day operations for a multi-specialty physician group practice.

- Develop departmental policies and procedures related to all facets of practice operations.

Rehabilitation Institute of Chicago, Chicago, IL

7/2001 – 6/2006

Manager of Outpatient Services

Responsible for executing outpatient strategies and goals and integrating the goals into daily departmental operations. Managed 20 direct and 4 indirect reports.

- Establish and maintain departmental budgets for Outpatient Physician Clinics, Pulmonary Rehab, Radiology and Central Scheduling.
- Responsibilities include patient registration, appointment scheduling and insurance precertification and referral development
- Successfully lead clinic through two JCAHO inspections by providing education and training to staff.
- Appointed by Hospital leadership as outpatient scheduling and registration team leader to coordinate all activities relating to Cerner Software Implementation. Designed training content for hospital wide implementation of Cerner Software.
- Guided “RIC Experience” patient standards for outpatient services.
- Identify and assess viability of opportunities to create new revenue streams from existing service programs.

KRISTIN G. ERDELAC

Page 2

Neurosource, Incorporated, Chicago, IL

7/2000 – 3/2001

Collections Manager

Prioritize and direct collection activities for 5 multi-specialty physician practices with a total collection average of \$4 million per month. Managed 35 direct reports including collectors and support staff.

- Evaluate practice operations to maximize collections and increase staff productivity.
- Compute monthly collection figures to determine client collection goals and identify potential problems.
- Created department budgets and maintained department functions within set financial guidelines.

The Orthopedic Centers / Indiana Hand Center, Merrillville, IN

4/1996 – 5/2000

Practice Manager 11/1997 to 5/2000

Responsible for managing day to day operations for a multi-specialty physician group practice.

- Develop departmental policies and procedures related to all facets of practice operations.
- Recruit, interview, and hire personnel.
- Marketing & Business Development

Arrow Express Incorporated, Lansing, IL

5/1994 – 4/1996

Account Manager

Responsible for the accuracy and security of the corporation's financial operations.

- Payroll
- Accounts Payable
- Accounts Receivable

SOFTWARE SKILLS

- Cerner
- Clockworks
- Meditech
- IDX
- Kronos
- Medical Manager
- MS Excel
- MS PowerPoint
- MS Word

ANTHONY JONES
1740 W. Albion Ave #2 Chicago IL 60626
773.251.6209
zurun1@yahoo.com

PROFESSIONAL EXPERIENCE

Residential Treatment Specialist

Lawrence Hall Youth Services 06/12-present
Chicago, Ill

Assist with homework, cooking, cleaning, and household chores
Transport clients in agency vehicle/van to various community resources, schools, etc
Formulate and implement individual treatment plans of clients
Provide constant supervision of clients' behaviors and interactions at all times
Assist with morning and bedtime routines
Encourage socially acceptable habits and behaviors (i.e. personal hygiene and grooming, table manners, etc)
Encourage positive relationship building
Uphold requirements of acceptable group living (i.e. maintain proper stock of food, clean shelter and environment, clean clothes, etc)
Administer first aid and medications as needed

Senior Residential Counselor

Alternative Behavior Treatment Centers 07/05-04/12
Mundelein, Ill

Assist residents with night and morning routine expectations and transition
Provide individual and group counseling as directed by client treatment plan
Provide transportation for client (s) to outside organization functions
Facilitate in the formulation and implementation of client treatment plan with therapist
Assist in the maintenance of the 24-hour line of sight and client behaviors
Assist and monitor colleagues in implementation of agency rules and regulations

Freelance Journalist/Editor

ESPN High School 08/08-present
Chicago, Ill

Produce comprehensive, timely and accurate news for ESPN HS
Write stories on trends, interesting individuals and teams
Cover major invitationals and state meets in Illinois per schedule
Publish, edit, and assign tasks to interns

Evening Reporting Counselor

Youth Outreach Services 02/03-06/05
Chicago, Ill

Maintained a client caseload up to 20 adolescents
Conducted weekly individual and group counseling sessions
Planned and facilitated program activities each month
Assisted in-house probation officer with monthly court reports

Lead Staff Counselor

Youth Outreach Services 06/93-03/01
Chicago, Ill

Supervised work of six (6) substance abuse adolescent counselors

Maintained a caseload of 10 adolescents ages 11-18
Represented and advocated for court mandated adolescents in the court
Conducted individual, group, and family counseling sessions as needed
Lead counselor for Austin branch of T.A.S.C. and Cook County Juvenile

EDUCATION

08/2012- Northeastern Illinois University
Chicago, Ill
Completing B.A. degree in Criminology Justice Administration

Fall 1987- Spring 1993
Indiana State University
Terre Haute, IN
Completed B.S. coursework in Sociology

1998 CADC Certification (I.A.D.A.P.C.A.)

SPECIAL SKILLS

Extensive experience in with the following:

Microsoft Word

Microsoft Excel

Microsoft Power Point

50-60 wpm typing speed

Excellent writing and verbal skills

EXTRACURRICULAR ACTIVITIES

Assistant track coach- Lane Tech High School, Chicago

Board member for the Lawrence McFarrin School of The Arts

Founder of Five Alive Youth Athletics (Not for profit youth sports organization)

References available upon request

Ken D. Coopwood, Sr., Ph.D.

Contact Information

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E-mail:	kcoopwood@missouristate.edu	

Educational Background

Ph.D.	Educational Administration, Leadership, and Foundations. Indiana State University	2000
M.P.A.	Public Administration: Federal Policy Administration Indiana State University	1992
B.S.	Business Administration: Finance, Marketing and Management Indiana State University	1988

Administrative Experience Overview

2011 – Present Vice President for Diversity and Inclusion
Missouri State University

Missouri State University is a public, coeducational university with an enrollment of 17,300 undergraduate and 3,700 graduate students.

2003 - 2011 Director of Diversity Programming and Assistant to the Chancellor
Adjunct Faculty: School of Education
Vice Chancellor for Student Services (Interim)
Director of Diversity & Equity and Asst. to the Chancellor
Indiana University Northwest

Indiana University Northwest is a regional comprehensive university with an enrollment of 4,900 undergraduate and 750 graduate students.

1994 – 2003 Director: Offices of Diversity and Affirmative Action
Special Assistant to the President for Diversity
Assistant Director: Judicial Programs and Athletic Marketing
Acting Director: African American Cultural Center
Assistant Director: African American Cultural Center
Indiana State University

Indiana State University is a public, coeducational university with an enrollment of 8,500 undergraduate and 2,100 graduate students.

1992 – 1994 Supervisor/Coordinator of Future Academic Scholars Track (FAST)
Indiana Purdue University Fort Wayne

Indiana Purdue University Fort Wayne is a regional university with an enrollment of 12, 500 undergraduates and 1,000 graduate students.

Executive Leadership and Selected Trainings

Certified Diversity Executive (CDE) - Society for Diversity Executives & Professionals, Inc., June, 2011: 14-competency, 16-week, NCCA accredited, executive certification in business strategy and diversity best practices, EEO Law, demographic and diversity trends, and diversity plan design. Curriculum expounded upon imperatives such as Board and cabinet diversity as well as employment law, disability, international, measurement, supplier diversity, ROI and LGBT concepts and leadership practices.

Lean Six Sigma Black Belt (LSSBB) – Villanova University, February, 2011: 16-week certification course to lead quality projects, coach peer-professionals, and execute Six Sigma statistical techniques and performance strategies in higher education.

AASCU Millennium Leadership Initiative (MLI) – June, 2007: Comprehensive exposure to presidential and vice-presidential experiences and leadership development by twenty-nine presidents and associated faculty. Curriculum included presidential leadership, governance matters, message communication, applications and specifics, media interviewing, advancement and fundraising, governmental relations, financial management and professional development followed by one year of mentoring by an active president.

Harvard Management Development Program (MDP) - July, 2005: Two-week faculty and case-study instruction on leadership, institutional values & integrity, legal issues, fiscal management, planning and fundraising, transformational learning, innovation & change and professional development.

Indiana University Management Training Series - April, 2004: Seven-month training emphasizing change management, cross-cultural leadership, managing multiple priorities and staff performance.

Individual/Group Mediation – January, 2009; Student Development Assessment - October, 2006; Diversifying Faculty Paradigms - September, 2004; Diversity Training Design - June, 2004, Leadership Northwest Indiana - May, 2004; Creative Problem Solving - June, 2002/November, 2001; Personnel Law - March, 2004/February, 2002/December, 2001; Kirton Adaptation Innovation Inventory - October, 2000; Advanced Information Processing - June, 1997.

Faculty Collaborations

- ❖ NCATE Accreditation Steering and Assessment Committee, 2012: Currently leading a Provost committee to address accreditation deficiencies in the College of Education.
- ❖ Diversity library compilation for campus research, 2012: A collaborative with the Faculty Center for Teaching and Learning.
- ❖ Diversity Education Scholarship, 2012: Developing a scholarship to recruit education majors and implement capstone experiences within the College of Education.
- ❖ Collaborative Diversity Conference, 2012: Currently co-chairing the first state-wide diversity research conference for higher education institutions in the state of Missouri.
- ❖ Diversity Fellows Program, 2010: Led a faculty inaugural selection committee for this pedagogical development and curriculum transformation initiative. Program has

been endorsed by the Deans Council and faculty final reports are expected to be fashioned for use in submission to refereed journals.

- ❖ Research Opportunity Pre-professional Experience, 2010: Research initiative which matched faculty with minority students receiving work-study funding. Student participants are evaluated by faculty for academic credit and internship experience.
- ❖ Expanded 2003 Diversity Programming Series to include several community partners from non-profit, public, arts, philanthropy and social agency sectors. Faculty and community leaders now co-host educational venues for community benefit.
- ❖ New Student Success Program, 2009: Led grant, program and linked-course development for this campus-wide retention initiative with several academic units. More than 40 students and 12 faculty have made this linked-course initiative a highly successful peer-mentor, first-year retention experience.
- ❖ Pre-Collegiate Diversity Coalition Initiative, 2009: Worked with faculty and community educators to establish a university-community mutual support initiative. This initiative drew faculty and staff to several regional town hall and sector-specific meetings with high media coverage. Recommendations received will be used to establish non-traditional collaborations and improve longstanding relationships.
- ❖ Diversity Research Library, 2008: Worked with library leadership to create a new on-line section for diversity research.
- ❖ SAAB Summer Bridge Academy, 2008: Teamed with IU Northwest Deans and retention offices to provide a summer orientation experience for minority males. Cohort numbers have grown each summer. The 2010 academy included more than 50 youth from 8th to 12th grade for personal development and early campus orientation.
- ❖ Diversity Annual Report Committee, 2007: Selected by the IU Board of Trustees to chair and report on its initiative to work with Faculty Organization and the Deans Council regarding faculty employment policies, complaints, and retention. The Committee also makes recommendations on student recruitment and retention. Ongoing results include: (1) enhanced awareness and communication among faculty, and (2) committee proposal be reviewed for consideration of its report as a standing agenda item during regional campus Board meetings.
- ❖ Diversity Education Grants, 2006: Solicited and funded faculty proposals for diversity related activities and travels.
- ❖ Good Faith Audit for Deans, 2005: Consorted with Deans and academic administration to create an honors audit for compliance with affirmative action goals. Deans reported unit and department effort to hire diverse faculty and to engage in activity to improve department climates and appreciation for diverse research.
- ❖ Faculty Equity Review Coalition, 2004: Helped reconstruct this coalition to assist faculty with informally hearing peer equity concerns and departmental complaints.
- ❖ Faculty Recruitment and Mentoring Education (FRAME) Template, 2004: Conducted research and designed a campus-wide mentoring template for new faculty tenure-track hires. Collaborated implementation with the Center for Excellence in Teaching & Learning. Several new faculty cohorts have been matched with senior faculty and mentored until the 3-year point of the tenure process, and beyond.
- ❖ Diversity Programming Series, 2003: Solicited and acquired faculty co-sponsorship for campus diversity education venues at IU Northwest.
- ❖ Cultural Capers Newsletter, 2001: Developed this communiqué at Indiana State University for reporting advancements in diversity, equity and minority hiring.

- ❖ Diversity Pedagogy Institute, 2000: Collaborative faculty pedagogy initiative. This initiative trained junior faculty and provided a venue to report pedagogical research findings between fall and spring semesters. Several faculty received participation stipends and received recognition for outstanding service to classroom innovation.

Administrative Experience

2011 – Present **Missouri State University**

Vice President for Diversity and Inclusion

Report to the President and manage responsibility for executive strategies to establish diversity and inclusive excellence as core values of the university. Develop the first diversity division and work with units at all levels of the institution. Centralize diversity-oriented programs and initiatives and synthesize implementation of a strategic plan for diversity in line with the university strategic plan. Direct reports currently include 10 direct reports and 6 part-time staff. Standing committees total 56 university and community professionals. Budget management of 1.3M including personnel and operations

Highlights of Accomplishments to Date

- ❖ Selected as one of “12 People to Know in 2012” by Springfield Business Journal.
- ❖ Revised the university Appraisal Development Plan to mandate inclusion of a diversity goal for all employees.
- ❖ Established an inclusive process for campus input into the annual diversity calendar.
- ❖ Created “Community Fieldtrips,” a collaborative to improve community race relations.
- ❖ Expanded scholarships for underrepresented students to include capstone experiences and core development trainings.
- ❖ Established presidential buy-in for a best practices consortium between five area universities.
- ❖ Established a Diversity Coordination Task Force, a collaborative of administration and faculty to streamline diversity news and information for underrepresented students and community partners.
- ❖ Collaborated for a GLBT Center and established the first staff for this initiative.
- ❖ Led a community forum on E-Verify, a local community hot topic for government immigration concerns.
- ❖ Completed a Faculty Diversity Composition Initiative which provides for loan forgiveness and/or reimbursement in exchange for employment at the university.

2003 – 2011 **Indiana University Northwest**

Director of Diversity Programming and Assistant to the Chancellor

Report to the Chancellor with a dotted line to the Vice Chancellor for Student Affairs; re: student retention programs. Responsible for faculty pedagogy initiatives, student/faculty research programs, fundraising, diversity programs, campus/community educational relationships, grant administration and leadership of two major student retention initiatives. Direct reports include 4 full-time staff and 3 part-time staff. Chair standing committees totaling 64 personnel Adjunct faculty of psychology in the School of Education. Budget management of 444K including personnel and operations.

Vice Chancellor for Student Services Administration (VCSS)

Reported to the Chancellor and supervised 8 full-time direct reports. Student Services included seven units: Student Life; Occupational Development, Student Support Services; Multicultural Services; Childcare; Twenty-First Century Scholars and Counseling. Overall responsibility for 13 full-time staff, 9 part-time staff and student employees. Budget management responsibility for 1.2M including personnel and operations.

Director of Diversity & Equity and Assistant to the Chancellor

Reported to the Chancellor. Supervised 4 full-time staff and 2 part-time staff. Chaired standing committees totaling 85 personnel. Oversight of the affirmative action and diversity programs, development of campus diversity research materials, campus training design and implementation, and enhancement of campus climate/relationships. Led grant development and student retention initiatives. Provided expertise in faculty mentoring and retention programs.

Highlights of Accomplishments

- ❖ Received national recognition among 250 chapters as “Founder Choice” for stellar chapter of the SAAB Organization.
- ❖ Established the first division Student Affairs Day.
- ❖ Created Reports on Student Engagement and Services (ROSES); division newsletter.
- ❖ Designed the first division grant administration template.
- ❖ Created and utilized a student honor clause into student disciplinary processes.
- ❖ Regenerated division bi-monthly meetings.
- ❖ Compiled research data for use in collaboration with Enrollment Services.
- ❖ Completed move of 21st Century Scholars Program to the IU Northwest campus.
- ❖ Enhanced unit participation in student orientation venues and outreach initiatives.
- ❖ Launched first campus Diversity Landmark activity.
- ❖ Reconstructed policies and procedures for affirmative action guidelines.
- ❖ Implemented recommendations of Shared Vision Task Force 2000 and created the Faculty Recruitment and Mentoring Education (FRAME) template.
- ❖ Lead conception and creation of the first campus-wide definition of diversity.
- ❖ Conducted the first campus compliance and personnel law training series.
- ❖ Lead development of the only dual-campus chapter of SAAB in the nation.

- ❖ Collaborated with faculty to implement a campus-wide student retention program.
- ❖ Created the first campus online sexual harassment promotion and testing.
- ❖ Revised the Campus Council on Diversity and increased membership by 25 persons.
- ❖ Earned certification in diversity measurement and individual/group mediation.
- ❖ Lead the first campus diversity celebration for recognizing champions of diversity.
- ❖ Created the first “Good Faith Audit” for academic unit leadership adherence to affirmative action plans and broadening of department research bases.
- ❖ Created a campus forum to address sensitive diversity issues: Shattering the Silences.

1994 – 2002

**Indiana State University
Terre Haute, IN**

Special Assistant to the President for Diversity and Director: Offices of Diversity and Affirmative Action

Reported to the President. Supervised three full-time staff and five part-time staff. Directed the university-wide effort for diversity and pedagogical reform. Directed the Offices of Diversity and Affirmative Action and served as consultant to the President for diversity issues. Chaired the President’s Commission for Enhancement of Diversity Resources and administered the Mentoring Assistance for Prospective Scholars Program. Chaired standing minority faculty advocacy committees totaling 35 personnel. Budget management responsibility for 250K.

Assistant Director: Judicial Programs

Appointed by the Vice President for Student Affairs and reported to the Director of Judicial Programs. Conducted behavioral conferences and hearings for violations of state laws and university codes. Prepared documentation of judicial proceedings and referred violators to correctional services. Collaborated with residential hall and public safety officials for investigation purposes. Supervised one full-time staff.

Assistant Director: Athletic Marketing

Appointed by the Vice President for Student Affairs and reported to the Director of Intercollegiate Athletic Marketing. Prepared market schedules, information distribution and addressed public agencies for promotion support. Supervise one graduate student.

Acting Director: African American Cultural Center

Assumed responsibility of Director due to an untimely illness. Directed the physical move to a new facility, purchased major equipment and authorized construction budget expenses. Coordinated Center programs and community projects. Prepared proposals and requisitions for new equipment and additional personnel. Coordinated special events and seasonal programs. Supervised 1 full-time staff and 5 part-time staff. Budget management responsibility for 150K.

Assistant Director: African-American Cultural Center

Reported to the Director. Supervised 4 student workers. Planned and implemented cultural programs and performed administrative tasks. Provided secondary supervision of the Center's resources and 1 full-time staff and 5 part-time staff. Prepared reports on Center usage and student group expenses. Coordinated contracts for the university choir. Planned professional development and student leadership/awareness conferences and trainings.

Highlights of Accomplishments

- ❖ Planned, organized and directed dual operations for diversity and affirmative action.
- ❖ Initiated implementation of the affirmative action plan.
- ❖ Co-developed and trained various faculty in a summer Diversity Pedagogy Institute.
- ❖ Created grant opportunities for underrepresented minority student groups.
- ❖ Renamed and designed the PCEDR to include Deans and senior administrators.
- ❖ Co-sponsored various minority dignitary visits to campus and public forums.
- ❖ Created "Cultural Capers" newsletter by faculty promoting diversity pedagogy.
- ❖ Conducted a student late-night activity study which resulted in extended hours of operation and complete redesign of the campus commons.
- ❖ Implemented doctoral research results to construct a slate of student development programs which targeted advancement of student identity stages.
- ❖ Co-hosted an international affairs conference, drawing 150 from 40 countries.
- ❖ Reconstructed the guidelines for judicial proceedings and practices.
- ❖ Established the Blue Lagoon, home of the student athletic fan club "Lagoonies," to rebuild school enthusiasm during major sporting events.
- ❖ Developed new student employee training programs.
- ❖ Hosted the annual Black Alumni reunion which drew more than 300 alumni.
- ❖ Founded the Black Optimistic Men & Brothers (BOMB) organization – first student organization created to foster at-risk male development. Its membership personally supported its president to status of the highest paid student on campus.
- ❖ Advised the first campus African American Exquisite Dance troupe.
- ❖ Created the first on-line campus library of African American literature.
- ❖ Held the first "I Endured" convocation recognizing minority students who excelled academically despite poverty stricken backgrounds.
- ❖ Nominated for the University Medallion – the highest service award of the university- for student leadership and student development initiatives.

1992 – 1994

Indiana - Purdue University Fort Wayne

**Future Academic Scholars Track (FAST)
Program Supervisor**

Reported to the Director. Provided weekly academic supervision and coordination of retention workshops for youth. Conducted home and school visits and negotiated the outreach services of

social agencies for parents of "at-risk" students. Developed handbooks and published newsletters to market office services and reported statistical analyses of program effectiveness. Supervised staff and trained professional community staff for mentoring purposes. Trained youth leaders for supervisory roles as senior ambassadors.

Highlights of Accomplishments

- ❖ Conducted 150 home visits with parents to review student educational and developmental plans with parents for the coming year.
- ❖ Collaborated with other student affairs personnel to host campus national dignitaries.

Publications

Brown, Darrell and Coopwood, Ken, "Identity Awareness Series – The Compilation", AuthorHouse, Bloomington, IN. 2009.

Coopwood, Ken, "Stages of Intercultural Sensitivity and Racial Identity for Black and White Males and Females at Indiana State University", (Doctoral Dissertation, 2000). Indiana State University.

Coopwood, Ken, "Translating the Curriculum: Multiculturalism into Cultural Studies", Contemporary Education, Review, 1999.

Coopwood, Ken, "From the Heart of the Advisor", Black Voice, Volume 31, Spring Edition, 1999. pp. 23-24.

Coopwood, Ken, "Time of Day", National Library of Poetry, 1998.

Coopwood, Ken, "Mentoring: Lets Try It!", Vanguard, Volume 1, Number 2, 1994. pp.3.

Coopwood, Ken, "Get On the Fast Track", The Fast Times, Spring/Summer 1994. pp.2.

Coopwood, Ken, "The African American Economy: Where is Our Money? - A comprehensive look at the Fort Wayne/Allen County African American consumer buying power based on facts as taken from The Bottom Line", Fort Wayne Chamber of Commerce, 1993.

Teaching History and Course Listing

Indiana University Northwest: August, 2003 –

Ivy Technical State College: August, 1999 – 2002.

Coopwood Progressive Workshops & Development: January, 1995 –

Indiana State University: August, 1994 – 2002.

Vigo County School Corporation – per assignment basis from August, 1994 – 2002.

Indiana-Purdue University Fort Wayne: 1992 - 1994.

Hamilton Center for Mental Illness: 1991 – 1992.

Center for Governmental Services: 1990 – 1992.

- ❖ **Affective Experiences:** Skills for Living, College Application Process, Current Events, and Job Shadowing.
- ❖ **Basic Grant Writing:** Language Sensitivity, Source Research, and Basic Formatting.
- ❖ **Character Development:** Personal Assessment, Behavior Plans, Goal Setting, and Identity Inventories.
- ❖ **Creative Problem Solving:** Individual, Group, and Committees.
- ❖ **Diversity/Sensitivity:** Cultural Awareness, Physical/Language Barriers, and Identity Development.
- ❖ **Dynamics of Leadership:** Theory, Cognitive Implications, Style, Assessment, and Servant Leadership.
- ❖ **Educational Administration and Organizational Behavior:** Conceptual framework, sociopolitical systems, open systems, leadership, management.
- ❖ **Educational Psychology:** Learner Characteristics, Cognitive and Identity Constructs.
- ❖ **Instruction Support:** Diversity Pedagogy, Test Administration, and Grading.
- ❖ **Introduction to Microcomputers:** Word Processing, Database, Spreadsheet, and Integrated Software.
- ❖ **Introduction to the University Environment:** Student Life, Survival Skills, Coping Mechanisms, and Development Issues.
- ❖ **Non-Credit Courses:** Debt-Free Living, Personal Development, and Self-motivation/Empowerment.

Selected List of Invited Presentations

Public Interview, “Building a Diverse City – How to Think About It?” Springfield Business Journal – 12 People You Need to Know Series, Springfield, MO. June 19, 2012.

Presenter/Trainer, “What Color is Your Leadership?” International Student Association, Missouri State University, Springfield, MO. May 5, 2012.

Keynote Speaker, “Diversity Leadership –What to know, What to do,” Greene County Juvenile Center, Springfield, MO. April 24, 2012.

Keynote Speaker, “Nurturing the Dream,” NAACP Freedom Fund Celebration, Springfield, MO. April 14, 2012.

Presenter, “The Future of Springfield Diversity,” Springfield Area Chamber of Commerce, Springfield, MO. March 28, 2012.

Co-Presenter, “The Good and Bad of Diversity Expectations.” Academic Administrators Assembly, Missouri State University, Springfield, MO. February 13, 2012.

Co-Presenter, “Black History in a Place like Springfield,” KSPR TV with Jonah Kaplan, Springfield, MO. February 1, 2012.

Presenter, “Paradigms of Diversity – What’s Good for a Community?” Seniors of the Ozarks, Springfield, MO. December 13, 2011.

Co-Presenter, “Diversifying Faculty and Staff in Higher Education: Uncovering Biases in the Search and Hiring Process,” The University of Akron. Akron, OH. September 30, 2010.

Co-Presenter, “Yes We Can; Forging Partnerships for Change,” Leading Change: Walking the Walk of Diversity Conference, Richland Community College, Richmond, IL. June 11, 2009.

Keynote Speaker, “A Few Good Tips To Go From Here,” Scholars and Athletes Excellence Banquet, 21st Century Charter School, Gary, IN. May 12, 2009.

Presenter, “Why Men Say No to Mentoring,” Gary School Corporation: Transitional Coaches for Youth Targeted for Assistance, April 23, 2009.

Presenter, “Workplace Relationship Building”, Purdue University Calumet, Hammond, IN. November, 2008.

Presenter, “Diversity Sensitivity Workshop”, City of Michigan City Emergency Response Personnel Training, Michigan City, IN., September 12, 2008.

Presenter, “What Color is Your Leadership?” Wal-Mart Stores Management Training Series, Porter, IN. September 19, 2007.

Co-Presenter, “What Color is Your Leadership?”, American Association for Affirmative Action Conference, St. Louis, MO. April, 2007.

Presenter, “Conflict Resolution in the Workplace: Making the Most of Communication with Co-Workers”. Purdue University Calumet, Hammond, IN. March 2, 2007.

Keynote Speaker, “A Race between Education and Catastrophe”, Northwest Indiana Pop Warner Athletic Association, Gary, IN., November 16, 2006.

Presenter, “YOUR Leadership in the Workplace”, Workplace Development Series, Purdue University Calumet, Hammond, IN., June 9,16,21,23, 2006.

Presenter, “Diversity Imperatives for a New Millenium”, Northern Indiana Human Resource Management Association (NIHRMA) Conference, LaPorte, IN., May 22, 2006.

Presenter, “The Classroom Challenge: Exploring Contextual, Behavioral and Academic Factors that Help Address the Achievement Gap”, Merrillville Community School Corporation (MCSC) at Iddings Elementary, Merrillville, IN., February 7, 2006.

Consultant/Presenter, “Diversity Leadership Development Series”, Merrillville Community School Corporation (MCSC), Merrillville, IN., August 25 – December 10, 2005.

Presenter, “Diversity Sensitivity”, Edgewater Systems for Balanced Living Management Training Series, Gary, IN., February 9, 23, 2005.

Keynote Co-Speaker, “Stages of Intercultural Sensitivity and Racial Identity”, National Black Coalition of Federal Aviation Employees Conference, Kansas City, KS. June 4, 2003.

Presenter, “Parent-Child Relationship Series”, House of Refuge Community Build-up Initiative, Washington, D.C., May 17 – October 18, 2002

Presenter, “Moving in on Community Neglect towards Higher Education”, EXCEL Group for Community Education, Terre Haute, IN., April 2, 2002.

Keynote Speaker, “Applying Skills Across Cultural Lines”, Student Affairs Symposium, Indiana State University, Terre Haute, IN., March, 2002.

Selected Career Highlights and Leadership Roles

- ❖ Led grant initiative and received \$110,000 from the IU President to develop and implement a student retention program as a component of the campus diversity plan.
- ❖ Selected by the Vice President for Diversity to co-chair engagement of community agencies in collaboration for K-16 structural reform.
- ❖ Led implementation of the first male retention program between Ivy Tech and IU Northwest. Program annual budget is \$217,000.
- ❖ Led division staff to implement the first IU Northwest Student Affairs Day.
- ❖ Created ROSES (Reports on Student Engagement & Services) – the first interdivision good news communiqué and unit education resource within Student Affairs.
- ❖ Led staff to produce a grant budget template and division fiscal training model.
- ❖ Reconstructed campus procedures for affirmative action and complaint processing.
- ❖ Authored the Faculty Recruitment and Mentoring Education (FRAME) template and supporting documents for mentoring of new faculty.
- ❖ Established a unique campus-wide diversity awareness activity (Diversity Landmarks) at two Indiana universities. Effort resulted in approval for a university Wall of Fame to recognize diversity as a critical component of academic excellence.
- ❖ Reconstructed the Campus Council on Diversity to institutionalize processes for faculty search and screen committees and improve pool diversity.
- ❖ Chaired the President’s Commission for Enhancement of Diversity Resources.
- ❖ Designed the Diversity Pedagogy Institute: a faculty development initiative.
- ❖ Founded a male development program at Indiana State University which has impacted over 3000 students since 1996.
- ❖ Revitalized student fanfare for athletics by creating the “Blue Lagoones” sports club.

Co-Chair, Gary Pre-Collegiate Diversity Coalition Initiative: 2009.

Co-Chair, New Student Success Program (NSSP): 2008.

Director, Student African American Brotherhood (SAAB): 2007.

Vice Chancellor for Student Affairs, IU Northwest: 2006-2007.

Co-Chair, IU Northwest Strategic Outcome #'s 4 (2004/5) and 7 (2006).

Member, IU Northwest Strategic Planning Team: 2003-2008.

Board Member: Charles T. Hyte Center: 2001 – 2002.

Chair, ISU President’s Commission for Enhancement of Diversity Resources: 2000 - 2002.

Chair, ISU Faculty Liaisons Advocacy Group (FLAG): 2000 - 2002.

Administrator, Mentoring Assistance for Prospective Scholars Program: 2000 - 2002.
Systems Trainer, Vigo County School Corporation: 1999 - 2002.
Founder/CEO, Coopwood Progressive Workshops and Development (CPWD): 1996-.
President, Indiana Coalition of Blacks in Higher Education (ICBHE) - ISU: 1995 - 1998.
Co-Founder, Annual African American Honors Convocation: 1995.
Administrator/Director, Social Action Theater - ISU: 1995 - 2002.
President, Phi Beta Sigma Fraternity, Inc.-Kappa Theta Sigma Chapter: 1995 - 2002.
Co-Founder, Professional Retention and Education Program (PREP): 1994.
ISU Campus Advisor, five student organizations: 1994 - 1999.

Selected Honors and Activities

Professional

12 People to Know in 2012, SBJ: 2012
Springfield Leadership Group: 2012
Chancellor's Inauguration Committee: 2010.
Shining Star of Leadership Award: 2009.
Council on Diversity Leadership Award: 2007.
IU Black Faculty and Staff Council: 2006-2008.
Harvard MDP Alumni Association: 2005-.
Regional Affirmative Action Directors Group:
2004-2007.
NWI Quality of Life Council: 2004-.
Race Relations Council: 2004-2008.
IU Northwest Curatoriate: 2004.
IU Northwest Strategic Planning Team: 2003-.
Teaching & Leadership Award: 2002.
Outstanding Leadership Award: 2002.
Diversity Award: 2002.

Social

Board Member, Minorities in Business: 2012.
Vice-Chair, Indiana Parenting Initiative: 2010.

Royal Priesthood Distinguished Gentleman: 2009.
YWCA Youth Mentoring Program: 2006-.
Diversity Group of Merrillville Schools: 2005.
Supervisory Certification Training Award: 2002.
PCEDR Service Award: 2002.
ISU Service Award: 2002.
Sycamore Extra Mile Award: 2001, 2002.
Service Culture Training Award: 2001.
Diversity Advocate Award: 2000.
Outstanding Service Award: 2000.
Multicultural Program Award: 1998.
Board Member: USA Sports, Inc.: 1998.
Best Supporting Mentor Award: 1997 – 1998.
ICBHE State Commitment Award: 1997.
ICBHE Leadership Award Recipient: 1996.
Student Advisory Commitment Award: 1995.
WGVE Radio-speakers series: 2005.
Board Member, BSA - Miami District: 1993 – 1994.
Project Mentor Volunteer of the Year: 1992.

Professional Affiliations and Committee Service

Society for Diversity Executives: 2009.
American Society/Training & Development: 2009.
National Assoc. of Diversity Officers in Higher
Ed: Conf. Planning and Training Cmttes. 2006-.
Race Relations Council: Ed Committee: 2004-.
Nat. Assoc. for Multicultural Education: 2002-.
Hyte Community Center. Board: 2001-2002.
Assoc. of Supervision/Curriculum Dvlpmnt: 2001 -.

Professional Organization & Development: 2000 -.
Natl. Asso. of Presidential Assistants: 2000 -.
American Assoc. for Higher Education: 2000 -.
American Education Research Association: 2000 -.
Nat. Assoc. of Student Personnel Admin.: 1999-.
NCA Accreditation Planning Committee: 1998.
Commission for Enhancement/Diversity: 1996.
IU Statewide Leadership Committee: 1994 – 1995.

Selected Civic Engagements

Facilitator for Indiana Supreme Court Community Forum re: Race and Gender Equity: 2010.
SAAB Community Clean-up: 2010.
Meals on Wheels university representative: 2009.
Consultant and Trainer for Merrillville Community School Corporation: 2004 – 2007.
YWCA Youth Mentor Volunteer and Summer Educator: 2006-
Consultant - Industrial Consultants, Inc.: 2002 – 2003.
Vigo County Alternative School Initiative: 1998 – 2001.
AmeriCorps National Service: 1997.
Project Director for Big Brothers Big Sisters of Greater Fort Wayne: 1993 – 1994.

Highlights of Accomplishments

- ❖ Led more than 100 students, faculty and residents in removing an estimated 3300 pounds of rubbish from neighborhoods adjacent to the university.
- ❖ Delivered more than 500 meals to Glen Park area senior residents.
- ❖ Increased revenues from service delivery by 67 percent in 1st quarter of 2003.
- ❖ Developed a training team of 15 persons with diverse expertise and backgrounds.
- ❖ Awarded a youth development grant by Lily Foundation of 130,000.00.
- ❖ Delivered gifts and food items to more than 200 families over the holiday season.
- ❖ Developed “Super Saturdays” : a life-skills venue for training at-risk youth.
- ❖ Awarded Project Mentor Volunteer of the Year.

References Available Upon Request

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Purpose

The purpose of this communication is to provide a review of my leadership and management skills and experience.

Summary

I participated in high school football from 1986 - 88 at Proviso West High School in Hillside Illinois earning all conference honors my senior year. I continued my educational and athletic goals at Triton College a two year college within my home community, earning All-Conference honors my second year, as a running back. After attending Triton College graduating with my A.A. in Generation Education Degree, I received a full ride scholarship to attend Indiana State University continuing my educational goals and participating in Division I football. My football playing career ended entering my senior year at Indiana State University after suffering a serious injury to my left ankle while participating in our Blue and White spring practice scrimmage game. I completed my education at Indiana State University received my B.S. in Criminology.

In December of 1994 after graduating from Indiana State University in May of 1994 I was accepted and enter employment with the Indiana State Police Department as a State Police Officer attending the 52nd Recruit school in Plainfield Indiana. Three and half years after graduating from the Recruit school in June 1995, I was promoted to my first administrative position, obtaining the rank of Corporal with the job responsibility of Post Commander (shift Commander). I attended the 99-001 Indiana State Police two week session Command School which cover topics concerning leadership, supervision, and administration. In December of 2003 four and half years after my first promotion, I received another promotion and became a District Squad Leader holding the rank of Sergeant, which is current present day.

I have eleven years of coaching experience, ranging from ownership of responsibility to sharing responsibility for planning, developing and implementing football programs on several different age levels. In my current coaching position at South Bend Washington High School, to which I serve as Assistant Head Coach, we finished our 2011-12 season the Class 4A second best in the State of Indiana, two of our young men received full ride scholarships to attend college this year. Since 2007-08 season when our staff took over administration of the South Bend Washington High School Football Program, which had only won 2 games the previous two years, we have six former players playing Division I college football, thus continuing their education.

Core Qualifications

- Strong verbal communication skills
- Team leadership / Development skills
- File/records maintenance
- Data management
- Report generation and analysis

- Risk management processes and analysis
- Conflict resolution
- Quick learner
- Computer proficient
- Extremely organized
- Budgeting and forecasting

Experience

Indiana State Police Department

Trooper (Road Patrol) June 1995 – March 1999, Corporal (Shift Commander) March 1999 – December 2003, Sergeant (District Squad Leader), December 2003 – Present

- Evaluate job performance of assigned subordinate personnel and counsel as needed.
- Review subordinate personnel's reports for completeness, accuracy, legibility and contents to ensure compliance with Department standards.
- Assign squad members to specific problem areas as identified by criminal and traffic data reports.
- Train and evaluate the squad's probationary officers.
- Ensure that squad personnel are aware of new laws, court rulings and changes in laws which could affect enforcement actions.
- Ensure that all squad personnel are aware of changes in Department Rules, Regulations and Standard Operating Procedures.
- Answer inquires from public.
- Perform administrative duties.
- Perform post command duty as needed.
- Maintain good working relationships with other governmental agencies in the district.
- Research, organize and utilize raw data to formulate plans to achieve Department objectives.
- Initiate/answer intra-Department correspondence.
- Keep the District Commander informed of information affecting District operations.
- Perform other duties as required, by District Commander:
 - Manage District special project overtime allotments
 - Oversee District DUI Taskforce units
 - Field Training Officer
 - Field Training Program Coordinator

South Bend School Corporation

Substitute Teacher, 2008 – 2010

- Filled in for a regular Teacher during an absence
- Execute the Teacher's lesson plans.
- Recorded student attendance
- Maintained order within the classroom and hallway area
- Dressed appropriately as to provide the proper image

South Bend Washington High School

Assistant Coach for Varsity & Freshmen Football 2009-10 & 2010-11, Assistant Head Coach for Varsity Football, 2008-09, 2011-12, and 2012-13

- Varsity Linebackers (2008-09) (2011-12) (2012-13)
- Varsity Running Backs (2010-11) (2012-13)
- Assist with Varsity Special Teams (2010-11, 2011-12)
- Assist with Varsity Offensive Line (2011-12)
- Freshmen Defensive Coordinator (2009-10)
- Assist with Varsity Defensive Line (2009-10)
- Periodically served as the Junior Varsity Defensive Coordinator (2008-09, 2009-10, 2011-12)
- Enthusiastically involved with development of all individuals within the program, often giving suggestions to the head coach.

Michiana Pop Warner Football

Assistant Coach 2002, Head Coach 2003 – 2007

- Assist with development of youth players (2002)
- Develop and implement seasonal strength and conditioning program for youth players
- Implement skill development drills to build on the players fundamentals throughout the season
- Create and implement progressive offensive, defensive, and special team schemes
- Serve as a role model for players and coaches
- Maintain excellent relationship with league officials, other coaches, and parents
- Ensure all required paperwork for participation be submitted properly and timely
- Ensure player safety and progression by continuously evaluating the program

Woodrow Wilson Middle School

Assistant Coach – Defensive Coordinator 1994

- Assist with development of middle school players
- Create and implement defensive scheme
- Serve as a role model for players

Education

Indiana State University, 218 North Sixth Street, Terre Haute, IN 47809

Bachelor of Science, Criminology, May 1994

Triton College, 2000 N. 5th Avenue, River Grove, IL 60171

Associate in Arts, General Education, August 1990

Proviso West High School, 4701 W. Harrison Hillside, IL 60162

High School Diploma, May 1988

Certifications

- Indiana State Police Command School, 1999
- Indiana State Police Field Training Officer, 1998

- Indiana State Police Field Training Officer Coordinator, 2008
- Read School of Interviewing and Interrogation,
- Advance Read School of Interviewing and Interrogation,
- American Heart Association CPR and AED, 2011

Professional Affiliations

- Member, Phi Beta Sigma Fraternity Incorporated (1992 – Present)
- Member, Indiana Troopers Association (1996 – Present)
- Member, Indiana Football Coaches Association (2007 – Present)
- Member, Greater St. John Missionary Baptist Church (2007 – Present)

LAWRENCE S. McFARRIN

• 219-218-3326 •

Lawrence.McFarrin@Comcast.Net

More than 15 years of diverse experience in Law Enforcement. My accomplishments consist of proficiency in use of firearms, safe driving, and public service. I have maintained myself as an ideal community advocate by improving quality, safety, and service excellence. I maintain committed contribution to building community relationships that focuses on safety, security, and improvement of quality of life. I am skilled in building long-term relationships with diverse civic and professional groups. I have learned to incorporate the use of diplomacy, ethics, self-discipline, and compassion into these person to person interactions.

Bachelor of Arts Degree 1989 -1994 • Liberal Arts, English • Indiana State University,
Terre Haute, Indiana

PROFESSIONAL EXPERIENCE

Indiana State Police, Indianapolis (assigned District 13, Lowell, IN)

7/2001 – Present

State Trooper

Work involves many independent decisions. Troopers normally perform duties alone, requiring independent judgment to make decisions for unique circumstances. Some complex problems may arise that require an immediate decision. Troopers receive general instructions before and during the shift.

Duties

- Patrol county, state and federal roads to detect and apprehend criminal and traffic law violators.
 - Investigate vehicle crashes.
 - Perform a wide variety of courtesy services.
 - Make death notifications.
 - Attempt to locate motorists and/or other people for the delivery of emergency information.
 - Direct and control traffic at disaster scenes, crash sites and special events.
 - Render first-aid to people until advanced Emergency Medical Services arrive. Conduct criminal investigations.
 - Coordinate and assist investigative efforts with the Criminal Investigation Division.
 - Testify in criminal and traffic court.
 - Prepare and submit evidence in compliance with department standard operating procedures.
 - Transport emergency medical supplies, blood, human organs, etc.
 - May be selected to serve as a department specialty team member.
 - Serve as a Field Training Officer.
 - Assist the Federal Aviation Administration in the investigation of aircraft incidents.
 - Present law enforcement related public affairs programs.
 - Assist the public and all police agencies at any time and in any manner possible.
- Perform other duties as required.

Accomplishments

- Indiana State Police “Hi 20” Shooting Award at Putnamville Pistol Match 2012 (10th overall)
- Indiana State Police “Possible” Shooting Award
- Indiana State Police “Distinguished Expert” Shooting Award

- Indiana State Police – Recognition for excess of 350,000 Safe Driving Miles
- Driving While Intoxicated Enforcement Award (2011), LaPorte County

LaPorte City Police Department, LaPorte, IN

5/1996 – 6/2001

Police Officer (Patrolman)

Work involves enforcing laws, mitigating public disturbances, investigating possible crime, and apprehending those responsible for breaking the law.

Duties

- Patrol city roads to detect and apprehend criminal and traffic law violators.
- Investigate vehicle crashes.
- Perform a wide variety of courtesy services.
- Make death notifications.
- Attempt to locate motorists and/or other people for the delivery of emergency information.
- Direct and control traffic at disaster scenes, crash sites and special events.
- Render first-aid to people until advanced Emergency Medical Services arrive.
- Conduct criminal investigations.
- Coordinate and assist investigative efforts with the Criminal Investigation Division.
- Testify in criminal and traffic court.
- Prepare and submit evidence in compliance with department standard operating procedures.
- May be selected to serve as a department specialty team member.
- Serve as a Field Training Officer.
- Present law enforcement related public affairs programs.
- Assist the public and all police agencies at any time and in any manner possible.
- Perform other duties as required.

Accomplishments

- 2001 Police & Fire World Games - Cycling (Road and Off-Road Competitions)
- Bicycle Patrol Unit (Specialty Team)

Indiana Department of Corrections, Camp Summit Boot Camp, LaPorte, IN

8/1994 – 5/1996

Youth Services Instructor

Responsible for promoting pro-social values, personal accountability and goal setting by utilizing peer group behavior management techniques. Responds to and directs critical incidents by performing crisis intervention and prepares daily troop progress reports including analyzing and documenting critical incidents in the medium to high security Juvenile Male Facility.

Duties

- Military Drill and Ceremony
- Physical Training
- Substance Abuse Treatment Group
- Case Management Knowledge
- Behavior Management
- Residential Treatment Theory and Practice

Although the Principal/School Leader has not yet been selected, recruitment is well underway and selection and hiring of high quality leaders and educators will be completed by April of 2013. Acting as the School Leader at this present time is Lawrence McFarrin (see attachment 2) LMSA will begin the recruitment for a Principal

School Leader

The Founding Board of Directors will select a School Leader through an application and interview basis. Selection of the School Leader will be based on proven experience in educational leadership; educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development; business management; fund raising experience; commitment to educational reform.

The School Leader will have the following attributes and credentials;

- Excellence and leadership in curriculum and instruction at both the classroom and school level.
- Strong organizational and interpersonal skills.
- a proven track record of experience in education settings and in “startup: efforts.
- Demonstrated management and leadership skills, including financial management skills, strong public and institutional relations skills, and the ability to lead and work with a Board of Directors.

New standards for principal performance have emerged and reflect new emphases in the profession. The Educational Leadership Policy Standards: ISLLC 2008, for example, are a widely recognized and referenced principals standards list (Council of Chief State School Officers, 2008). The ISLLC Standards contain six domains for principal professional practice: The LMSA School Leader will meet the following standards. Recruitment for this new leader has begun and will continue until the right person is found or by June 1, 2013.

The six standards are:

Setting a widely shared vision for learning

Developing a school culture and instructional program conducive to student learning and staff professional growth

Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

Acting with integrity, fairness, and in an ethical manner

Understanding, responding to, and influencing the political, social, legal, and cultural context.

LMSAI is committed to hiring, training and retaining staff that demonstrate a passion for children, education and community. We will recruit self-motivated people who clearly excel in their respective fields and academic subject; have proven experience in contributing to positive student outcomes, possess cross-cultural child development competency, commit to ongoing professional development; work well as team members to contribute to the mission of the school, and participate in community and professional associations. Consistent with the school’s mission and demographic make-up, efforts will be made to create a bilingual, multicultural staff.



Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. November 2010)

Changes for Form 1023:

- Mailing address
- Parts IX, X and XI

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at www.irs.gov and click on *Charities & Non-Profits*.

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:

- a. Three years of financial information if you have not completed one tax year, or
- b. Four years of financial information if you have completed one tax year.

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX, has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and **do not sign** the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications postmarked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

See www.irs.gov web page link on Form 1023, page 12, Part XI, User Fee Information, for the current user fees.

Cyber Assistant is a web-based software program designed to help organizations prepare a complete and accurate Form 1023 application. Once the IRS announces the availability of Cyber Assistant, the user fees will change again.

1. \$200 for organizations using Cyber Assistant (regardless of size) to prepare their Form 1023, or
2. \$850 for all other organizations not using Cyber Assistant (regardless of size) to prepare their Form 1023.

The IRS will announce when Cyber Assistant is available and the effective date of the user fee change. Sign up for the *Exempt Organization (EO) Update*, EO's subscription newsletter, at www.irs.gov/charities, to automatically receive an alert that Cyber Assistant is available.

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
The Lawrence McFarrin School of the Arts, Inc.		Lawrence McFarrin	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
159 Seymour St.		45-4927057	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
LaPorte, Indiana 46350		December	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 219-218-3326	
a Name: Lawrence McFarrin		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website:			
b Organization's email: (optional) lmschoolofthearts@gmail.com			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		07 / 09 / 2012	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article II
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Last section on page 5
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: Indiana

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Lawrence McFarrin	Founder/CEO	159 Seymour St LaPorte, IN 46350	-0-
Rob Latiker	Board Member	601 Taft St. Gary, IN	-0-
Maurice Wilkins	Board Member	3444 Sandalwood Dr. South Bend, IN 46628	-0-
Leslie Jill Barrett	Board Member	812 1/2 Valmont St. New Orleans, LA 70115	-0-
Tony Jones	Board Member	1740 W. Albion St. Chicago, IL	-0-

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		Current tax year				
		(a) From 01/2012 To 12/2012	(b) From 01/2012 To 12/2012	(c) From 01/2013 To 12/2013	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	-0-	500.00	1,000.00		1,500.00
	2 Membership fees received	-0-	-0-	-0-		-0-
	3 Gross investment income	-0-	-0-	-0-		-0-
	4 Net unrelated business income	-0-	-0-	-0-	-0-	-0-
	5 Taxes levied for your benefit	-0-	-0-	-0-	-0-	-0-
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	-0-	-0-	-0-	-0-	-0-
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	-0-	-0-	-0-		-0-
	8 Total of lines 1 through 7	-0-	500.00	1,000.00		1,500.00
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	-0-	-0-	-0-		-0-
	10 Total of lines 8 and 9	-0-	500.00	1,500.00		-0-
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	-0-	-0-	-0-		-0-
	12 Unusual grants	250.00	500.00	1,000.00		-0-
	13 Total Revenue Add lines 10 through 12	250.00	1,000.00	2,000.00		3,250.00
Expenses	14 Fundraising expenses	250.00	350.00	400.00		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	-0-	-0-	-0-		
	16 Disbursements to or for the benefit of members (attach an itemized list)	-0-	-0-	-0-		
	17 Compensation of officers, directors, and trustees	-0-	-0-	-0-		
	18 Other salaries and wages	-0-	500.00	1,000.00		
	19 Interest expense	-0-	-0-	-0-		
	20 Occupancy (rent, utilities, etc.)	-0-	-0-	500.00		
	21 Depreciation and depletion	-0-	-0-	-0-		
	22 Professional fees	-0-	-0-	-0-		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	-0-	-0-	-0-		
	24 Total Expenses Add lines 14 through 23	250.00	850.00	1,900.00		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:
		(Whole dollars)
Assets		
1	Cash	-0-
2	Accounts receivable, net	300.00
3	Inventories	-0-
4	Bonds and notes receivable (attach an itemized list)	-0-
5	Corporate stocks (attach an itemized list)	-0-
6	Loans receivable (attach an itemized list)	-0-
7	Other investments (attach an itemized list)	-0-
8	Depreciable and depletable assets (attach an itemized list)	-0-
9	Land	-0-
10	Other assets (attach an itemized list)	-0-
11	Total Assets (add lines 1 through 10)	300.00
Liabilities		
12	Accounts payable	300.00
13	Contributions, gifts, grants, etc. payable	-0-
14	Mortgages and notes payable (attach an itemized list)	-0-
15	Other liabilities (attach an itemized list)	-0-
16	Total Liabilities (add lines 12 through 15)	300.00
Fund Balances or Net Assets		
17	Total fund balances or net assets	300.00
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	300.00
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

- 6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

Lawrence McFarrin
Lawrence McFarrin (Aug 18, 2012)

(Signature of Officer, Director, Trustee, or other authorized official)

Lawrence McFarrin

(Type or print name of signer)

04/20/2012

(Date)

Founder/CEO

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

Lawrence McFarrin

Lawrence McFarrin (Aug 18, 2012)

(Signature of Officer, Director, Trustee, or other authorized official)

Lawrence McFarrin

(Type or print name of signer)

04/20/2012

(Date)

Founder/CEO

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	What is the average attendance at your regularly scheduled religious services?	_____	
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many members do you have? _____		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b-8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are all of your members part of the same family ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9	Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
Porter County, Indiana
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
	N/A	2013/14	N/A	2013/14	N/A	2013/14
White		25%		35%		20%
Black		50%		50%		50%
Asian		10%		5%		5%
Latino		15%		10%		25%
Total		100%		100%		100%

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A								
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- | | |
|---|--|
| 1a Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2a Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3a Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Does the same deposit requirement, if any, apply to all other patients? If "No," explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4a Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5a Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy. | |
| c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients. | |
| d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements. | |
| e Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6a Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7 Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 8 Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b. **Yes** **No**
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. **Yes** **No**
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. **Yes** **No**
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. **Yes** **No**
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		-
		-

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1-13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

- Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
- Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
- Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. Yes No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)
a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5** Information to establish the “operated in connection with” integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If “Yes,” explain and go to Section III. If “No,” continue to line 6a. **Yes** **No**
- 6** Information to establish the alternative “operated in connection with” integral part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If “Yes,” go to line 6b. (See instructions.) **Yes** **No**
If “No,” state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If “Yes,” explain. **Yes** **No**
- 7a** Does your organizing document specify the supported organization(s) by name? If “Yes,” state the article and paragraph number and go to Section III. If “No,” answer line 7b. **Yes** **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer “Yes.” If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer “Yes,” and go to Section IV. If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. **Yes** **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. **Yes** **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If “Yes,” (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Yes** **No**
- Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From To	(b) From To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. Yes No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**
-
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. **Yes** **No**
-
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**
-
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**
-
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**
-
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
-
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Yes** **No**
- Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**
-
- 4** Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization. **Yes** **No**

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.
Name: _____ **EIN:** -
Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
- b** Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
- c** If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
- d** Specify how your program is publicized.
- e** Provide copies of any solicitation or announcement materials.
- f** Provide a sample copy of the application used.
-
- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. **Yes** **No**
-
- 3** Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a** Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b** Describe how you determine the number of grants that will be made annually.
- c** Describe how you determine the amount of each of your grants.
- d** Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6** Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7** Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? **Yes** **No**

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a** If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? **Yes** **No** **N/A**
- b** For which section(s) do you wish to be considered?
- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? **Yes** **No**
-
- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. **Yes** **No**

- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) **Yes** **No**

- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? **Yes** **No** **N/A**

If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No**

- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? **Yes** **No** **N/A**

If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. **Yes** **No**

- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No** **N/A**

If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.

- Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.

- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. **Yes** **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|----------------|
| Schedule A | Yes ___ No ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Article II
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Indiana
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011





ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R12 / 4-12) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts, 1995

CONNIE LAWSON
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address in the upper right corner of this form.
 3. Please type or print.
 4. Please visit our office on the web at www.sos.in.gov.

APPROVED AND FILED
Connie Lawson
IND. SECRETARY OF STATE

Indiana Code 29-47-3-2
FILING FEE: \$30.00

1-1-00
11:00

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (*hereinafter referred to as the "Corporation"*) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (*hereinafter referred to as the "Act"*), execute the following Articles of Incorporation.

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (*the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof*):

The Lawrence McFarrin School of the Arts, Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address (<i>number and street or building</i>)	City	Indiana	ZIP code
159 Seymour Ave.	LaPorte	Indiana	46350

ARTICLE II - PURPOSE (OPTIONAL)

The purposes for which the Corporation is formed are:

1. Provide high-quality education to the youth of the greater northern Indiana area.
2. Provide supplemental before and after school values-based programs to nurture all students in The Lawrence McFarrin School of the Arts, Inc.
3. To be open to all students regardless of race, creed, or financial capacity.
4. To contribute to the growth, development, and financial strength of the Lawrence McFarrin School of the Arts, Inc.

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
- religious corporation, which is organized primarily or exclusively for religious purposes; or
- mutual benefit corporation (*all others*).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent			
Lawrence McFarrin			
Address of Registered Office (<i>number and street or building</i>)	City	Indiana	ZIP code
159 Seymour Ave.	LaPorte	Indiana	46350

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

- Yes No

(Continued on the reverse side)

BYLAWS
THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.
A INDIANA PUBLIC BENEFIT CORPORATION

ARTICLE I
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located at 159 NE South Shore Road, LaPorte, IN in LaPorte, County.

SECTION 2. CHANGE OF ADDRESS

The County of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

Dated: _____

Dated: _____

Dated: _____

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or out of the State of Indiana, where it is qualified to do business, as its business may require and as the board of directors may, from time to time designate.

ARTICLE II PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be:

- Provide high quality education to the youth of the greater northern Indiana area.
- Provide supplemental and before and after school values-based programs that nurture all students who are enrolled in the Lawrence McFarrin School of the Arts, Inc.
- To be open to all students, regardless of race, creed or financial capacity.
- To contribute to the growth, development and financial strength of the Lawrence McFarrin School of the Arts, Inc.

ARTICLE III DIRECTORS

SECTION 1. NUMBER

The corporation shall have five directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. POWERS

Subject to the provisions of the Indiana Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relation to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws:

- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and the compensation, if any, of all officers, agents and employees of the corporation.
- (c) Supervise all officers, agents and employees of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.
- (d) Meet as such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notice thereof.

SECTION 4. TERMS OF OFFICE

Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation except that they shall be allowed and paid no payment authorized at present time. In addition, they shall be allowed reasonable advancement or reimbursement of expense incurred in the performance of their regular duties as specified in Section 3 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than 60 percent (60%) of the persons serving on the board may be interested persons. For purposed of this Section, “interested persons” means either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full – or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor descendant, spouse, brother– in –law, sister – in – law, son – in – law, daughter – in – law, mother – in – law, or father – in law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation or a home or office of a Director unless otherwise provided by the board, or at such place within or out of the State of Indiana, which has been designated from time to time by resolution of the Board of Directors, In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid. Any meeting, regular or special may be held by conference telephone or similar

communications equipment, so as all directors participating in such meeting can hear one another.

SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of Directors shall be held on the fourth Thursday of every month at 7:00 pm, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If this corporation makes no provision for members, then, at the annual meeting of directors held on 3rd Thursday of June of every year, The Board of Directors in accordance with this section shall elect directors. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chairperson of the Board, the President, the Vice President, the Secretary or by any two directors, and such meetings shall be held at the place, within or out of the State of Indiana, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the Board may be held without notice. Special meetings of the board shall be held upon four - (4) days' notice by first class mail or forty-eight (48) hours' notice delivered personally or by telephone or email. If sent by mail or email, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the email address. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors of the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting of the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board however called and noticed, or wherever held, are as valid as though the meeting had been duly held after proper call and notice. Provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records, or made a part of the minutes of the meeting.

SECTION 13. QUORUM OF MEETINGS

A quorum shall consist of three Directors.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The Directors present at a duly called and held meeting at which a quorum is initially present, may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum. For such meeting or such greater percentage as may be required by law, or the Articles of Incorporation, or Bylaws of this corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the Indiana Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Roberts Rule of Order; as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the Indiana Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law, which relates to action taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting, and that the Bylaws of this corporation authorize the directors to so act and such statement shall be prima facie evidence of such authority.

SECTION 17. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of the court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the Indiana Nonprofit Benefit Corporation Law.

If this corporation has no members, then, if the corporation has less than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

SECTION 18. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent in the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonable incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the Indiana Nonprofit Public Benefit Corporation Law.

ARTICLE IV OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, a Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or the Chairperson of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until her or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDIANTE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract, which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the Chief Executive Officer of the corporation and shall, subject to the control of the board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The President who is the Chief Executive Officer shall oversee the operations of The Lawrence Mcfarrin School of the Arts, Inc. and will be a salaried employee.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the first Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The first Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

The Treasurer shall: Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of the Executive Officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 3, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered of the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE V COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- (a) The approval of any action, which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.
- (b) The filing of vacancies on the board or on any committee, which has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the board on any committee.
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (e) The amendment or repeal or any resolution of the board, which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there is more people nominated for director than can be elected.
- (h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the Indiana Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease by not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as from time to time by designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as “advisory” committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE VI

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE VII

CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of Indiana:

- (a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holdings such meetings, whether regular or special, how called, the notice given, and the names of these present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses; A record of its members, if any, indication their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. MEMBERS' INSPECTION RIGHTS

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- (a) To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon five (5) business days' prior to written demand of the corporation, which demand shall state the purpose for which the inspection rights are requested.
- (b) To obtain from the Secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of names, addresses and voting rights of these members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the latest of ten (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.

- (c) To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation at the end of the fiscal year.
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation both unrestricted and restricted to particular purposes, during the fiscal year;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives TWENTY-FIVE THOUSAND DOLLARS (\$25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including any accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

ARTICLE VIII

FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st day of January and end the last day of December in each year.

ARTICLE IX AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provisions of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

- (a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporation Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided however, if this corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice-versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or by approval of the members, if any, of this corporation.

ARTICLE X AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Before any member, have been admitted to the corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS

After members, if any have been admitted to the corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a “Statement by a Domestic Non-Profit Corporation” pursuant to Section 6210 of the Indiana Nonprofit Corporation Law.

ARTICLE XI PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and otherwise.

ARTICLE XII MEMBERS

SECTION 1. DETERMINATION OF MEMBERS

If this corporation makes no provision for members, then pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of Indiana, any action which would otherwise under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, requires approval by a majority of all members, shall only require the approval of the Board of Directors.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the Articles of Incorporation of The Lawrence Mcfarrin School of the Arts, Inc. a Indiana Nonprofit Corporation, pursuant to the authority granted to the directors, by these Bylaws, to take action by unanimous written consent without a meeting, consent to and hereby do adopt the foregoing Bylaws, consisting of seventeen pages as the Bylaws of this corporation.

Dated: _____

Lawrence McFarrin
Lawrence McFarrin (Aug 14, 2012)

Kristin Erdelac
Kristin Erdelac (Aug 17, 2012)

Signed Leslie Jill Barrett Corley
Leslie Jill Barrett Corley (Aug 14, 2012)

Signed Timothy A Grayson
Timothy A Grayson (Aug 15, 2012)

Chris T. Harman
Chris T. Harman (Aug 14, 2012)

Signed Maurice Wilkins
Maurice Wilkins (Aug 15, 2012)

Signed Kel Cooperwood, Sr.
Kel Cooperwood, Sr. (Aug 18, 2012)

Anthony Jones
Anthony Jones (Aug 14, 2012)

Signed _____

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto, and that such Bylaws were duly adopted by the Board of Directors of said corporation on the date set forth below.

Dated: _____

Secretary

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Lawrence McFarrin/ CEO & Founder

DATE

8-9-2012

SIGN NAME

Lawrence McFarrin
Lawrence McFarrin (Aug 9, 2012)

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Maurice Wilkins
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*Please review resume, I participated and/or chair several boards.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
Lawrence McFarrin - Business/Personal Relationship (Indiana State Police / Indiana State University)
Tim Grayson - Business/Personal Relationship (Indiana State Police / Indiana State University)
Rob Latiker - Business Relationship (Indiana State Police)
Dr. Ken Coopwood - Personal Relationship (Indiana State University)
Dr. Chris Harman - Business/Personal Relationship (Triton College)

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Maurice Wilkins, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Maurice Wilkins

Signature

August 9, 2012

Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts
2. Your full name: Chris Tina Harman
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have no experience serving as a charter school board member, I do have extensive teaching and educational administrative experiences. These include but are not limited to: 1) teaching at all levels; K – college, 2) developing and assessing competency-based curricula, 3) developing technology-infused course in the traditional and on-line environments, and 4) compiling evidence-based data to validate learning effectiveness utilizing current technologies.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes – Mr. Maurice Wilkins, Jr (Professional colleague from previous place of employment).
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Chris Tina Harman, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Chris T. Harman

Signature

July 30, 2012

Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Leslie Jill Barrett Corley
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have helped my wife Angela Grayson run her own tutoring business for several years. I am an Elder at New Hope Baptist Church in Gary. I'm also serving as an assistant football coach for Merrillville's Pop Warner program. I am confident that I will be able to be an effective board member for the LMSA.

I understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
Lawrence McFarrin (friend)

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

5. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Leslie Jill Barrett Corley _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Leslie Jill Barrett Corley _____
 Signature

8/16/12 _____
 Date

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, David J. Kirkby, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

David J. Kirkby

Signature

David J. Kirkby

8/17/12

Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Timothy A. Grayson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have helped my wife Angela Grayson run her own tutoring business for several years. I am an Elder at New Hope Baptist Church in Gary. I'm also serving as an assistant football coach for Merrillville's Pop Warner program. I am confident that I will be able to be an effective board member for the LMSA.

I understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

Lawrence McFerrin: Personal Relationship (Indiana State University/ Indiana State Police)

Maurice Wilkens: Personal Relationship (Indiana State University/ Indiana State Police)

Rob Latiker : Personal Relationship(Indiana State Police)

Ken Coopwood : Personal relationship

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
5. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Timothy A Grayson , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Timothy A Grayson_____

_8/16/12_____

—
Signature

Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Kristin G. Erdelac
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I received my Masters of Business Administration degree from Purdue University and have been in health services management for many years, which I feel gives me a unique skill set to compliment the board. I will rely on my previous business experience that has taught me to look objectively at all sides of a discussion and make an informed decision after hearing all points. My intention is to look out for the best interest of the school and students.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, Lawrence McFarrin is a personal friend.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Kristin G. Erdelac, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Lawrence McFarrin School of the Arts, Incorporated Charter School is true and correct in every respect.

 Kristin G. Erdelac
 Signature

 8-6-12
 Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Anthony D. Jones
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In 1998 I started my own athletic youth organization call Five AliveYouth Athletics based in Illinois. This was a non for profit athletic club which provided mentorship and coaching. I was one of 6 board members. We worked extensively with high school students, teachers, and principals.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

Lawrence McFarrin: Personal Relationship (Indiana State University, Friend)

Kristin Erdelac: Personal Relationship (Friend)

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Lawrence S. McFarrin, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Anthony D. Jones

8/6/12

Signature

Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Lawrence S. McFarrin
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a single father of three children, I have been very involved in my children's education and athletic activities. I am dedicated to building the school and will focus on making the school academically sound, financially secure, and a safe environment for all children. My decisions will be based on facts and communications, not speculation.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

Anthony Jones: Personal Relationship (Indiana State University)

Maurice Wilkens: Personal Relationship (Indiana State University)

Kristin Erdelac (Personal Relationship)

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Lawrence S. McFarrin, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts Charter School is true and correct in every respect.

Lawrence S. McFarrin _____
Signature

_8/6/12_____
Date

1 CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Lawrence McFarrin School of the Arts, Incorporated.
2. Your full name: Kenneth Darryl Coopwood, Sr.
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Previous service on state board for Indiana parent/child initiatives; independent consultant for youth and faculty development; author of three youth development books; senior administrator in higher education for 20+ years; father of four with sole custody of two minor children; national awardee for a youth development program.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

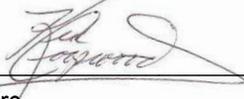
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

At least one potential member was a former athlete at a university where I was a graduate coach.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Kenneth D. Coopwood, Sr., certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Lawrence McFarrin School of the Arts, Incorporated Charter School is true and correct in every respect.



Signature

____ 8-12-12 ____
Date

THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.

Conflict of Interest Policy

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.'s interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. has a transaction or arrangement.
 - b. A compensation arrangement with THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. or with any entity or individual with which THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists in accordance with their policies.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director.....
 - a. Is not, and has not been for a period of at least three years, an employee of THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. or any entity in which THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC., which might affect independence in decision-making;
 - c. Is not employed as an executive of another corporation where any of THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.'s executive officers or employees serve on that corporation's compensation committee; and

- d. Does not have an immediate family member who is an executive officer or employee of THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. or who holds a position that has a significant financial relationship with THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may excuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflicts of interest.
 - b. The chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or Executive Committee shall determine whether THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflict of Interest Policy
 - a. If the Board of Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Articles V – Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC., either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statement and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC. operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to THE LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

The Lawrence McFarrin School of the Arts, Inc.

CODE OF STUDENT CONDUCT

This Code of Student Conduct was approved for implementation at the Lawrence McFarrin School of the Arts, Inc. in accordance with the provisions of the Regulations of the State Board of Education of Indiana.

The following areas of student conduct are included in this policy:

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I. STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognizes that each student is entitled to equal treatment and equal access to the educational program, due process, a presumption of innocence and free expression and association. For each student these rights are accompanied by certain responsibilities, as set forth in this Code of Student Conduct.

A. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

B. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators and others who are involved in the educational process.

C. Students should express their ideas and opinions in a respectful manner.

D. It is the responsibility of the students to conform to the following:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Student should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet fair standards of safety and health, and to wear the uniform as adopted by the Board.
4. Assist the school staff in operating a safe school for all students enrolled therein.
5. Comply with Commonwealth and local laws.
6. Exercise proper care when using public facilities and equipment
7. Attend school daily and be on time at all classes and other school functions.
8. Make up work when absent from school.

II. GENERAL DISCIPLINE PROCEDURES FOR ALL STUDENTS

A. It is the intent of the School that student behavior in all classrooms is exemplary and conducive to learning. Under no circumstances will any misbehavior that will detract from the educational activities of the students who do want to learn be accepted.

Although disciplinary procedures will vary for individual cases, the following general procedures will be followed:

1. Repeated misbehavior in a classroom resulting in a student's need to leave the classroom will result in a conference with the parent and teacher.
2. Repeated misbehavior in the school, other than in the classroom, will result in a meeting between the parent and school authorities.

B. Behaviors requiring corrective action:

These are non-negotiable behaviors which may require automatic suspension on the first offense.

1. Throwing chairs and other materials.
2. Acts that endanger student and others (tripping, aggressively pushing a child, etc.)
3. Striking teaching faculty or staff
4. Biting
5. Intentional destruction of property
6. Intent to do bodily harm
7. Physical injury to others caused by kicking, scratching and slapping
8. Fighting
9. Indecent behavior
10. Use of profanity

Guidelines for Corrective Action

1. First Stage - Child is removed from the classroom and taken to the Principal or designee. Incident is documented in the child's record; parent is informed in this regard. Resources are offered to the parent(s).
2. Second Stage - Child is suspended for the following day. Parent conference is held to discuss the concern. Resources are offered to the parent(s). At this point, administration may decide to guide the development of intervention strategies to resolve the issue.
3. Third Stage - Child is expelled from school. Parent conference is held. Recommendation for referral should be sought by parent(s).

Depending on the age of the child and other factors, the Principal may use his/her discretion in the use of corrective actions, including additional suspension days.

C. Exclusions from School (Suspensions and Expulsions)

Exclusions from school may be effected by temporary suspension, full suspension or expulsion.

1. "Temporary Suspension" shall mean exclusion from school for an offense for a period of up to three (3) school days.

2. "Full Suspension" shall mean exclusion from school for an offense for a period of up to ten (10) days.
 - a. Suspensions may be given by the principal or designee.
 - b. No student shall be suspended until the student and parent(s) have been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - c. The parent(s) shall be notified immediately in writing when the student is suspended.
 - d. When the suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing.
 - e. Students shall have the responsibility to make up work missed while being disciplined by exclusion.

3. "Expulsion" shall mean exclusion from school for an offense for a period exceeding ten (10) school days, and may be mean permanent expulsion from the school rolls.
 - a. All expulsions require a prior formal hearing.
 - b. During the period prior to the hearing and decision of the Board of School Trustees in an expulsion case, the student can be suspended, but shall first be informed of the reasons and given an opportunity to respond.
 - c. The student may be suspended from school for more than ten (10) school days if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.
 - d. Student and parent(s) should be advised of this process and their rights to obtain legal counsel.

4. The following types of offenses are designated by the Board of Directors of the Lawrence McFarrin School of the Arts, Inc. Charter School as offenses which subject a student to exclusion from school (suspension up to ten (10) days or expulsion, which may be permanent):
 - a. A flagrant or persistent misbehavior on school property, in school vehicles or buildings, but not necessarily limited to fighting, stealing, excessive tardiness, leaving school grounds without permission, disorderly conduct, violation of this Code of Student Conduct and any other school regulations, interfering with the rights of others and/or the orderly administration of the school.
 - b. Misbehavior with respect to school property, including, but not necessarily limited to entering a school building without proper authorization, and defacement or destruction of school property. Repair costs for damage caused by vandalism or misconduct shall be paid by the person(s) and/or legal parent or guardian of the student causing the damage.
 - c. A criminal act, as defined in the Indiana Crimes Code, committed on school property, vehicles or buildings.

D. In-School Suspensions

1. Disruptive students may be removed from the regular program and assigned to an in-school suspension.
2. Students are required to complete academic assignments while on in-school suspension.
3. Students shall be informed of the reason(s) for in-school suspension and given an opportunity to respond before the in-school suspension becomes effective.
4. Communication to the parent(s) or guardian shall follow the suspension action taken by the school.

E. Hearings

1. A formal hearing is required in all expulsion actions. This hearing may be held before the Board of Directors or a duly authorized committee of the board, or a qualified hearing examiner appointed by the Board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student. The following due process requirements are to be observed with regard to the formal hearing:
 - a. Notification of the charges shall be sent to the student's parent(s) or guardian by certified mail- Sufficient notice of the time and place of the hearing must be given.
 - b. The hearing shall be held in private unless the student or parent requests a public hearing.
 - c. The student has the right to be represented by counsel.
 - d. The student has the right to be presented with the names of witnesses against the student and upon request, copies of any existing statements and affidavits of those witnesses.
 - e. The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - f. The student has the right to testify and present witnesses on his or her own behalf.
 - g. A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled at the student's expense, to a copy of the transcript.

- h. The processing must be held with all reasonable speed.
 - i. Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal District Court.
2. In those instances where an informal hearing is required, an informal hearing with an appropriate school official will be held to enable the student to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student's parent(s) or guardian to meet with the principal to discuss ways by which future offenses can be avoided. The following due process requirements are to be observed in regard to the informal hearing.
- a. Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.
 - b. Sufficient notice of the time and place of the normal hearing shall be given.
 - c. A student has the right to speak and produce witnesses on his or her own behalf.
 - d. The Board of Directors shall schedule the informal hearing within the first three (3) days of the suspension, and if said hearing is postponed at the request of the student or parent(s), or if the student fails to attend, the suspension may be continued.

F. Flag Salute and the Pledge of Allegiance: It is the responsibility of every citizen to show proper respect for the country and its flag.

- 1. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions.
- 2. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.
- 3. A student who chooses not to participate may either stand or sit, and shall remain silent and reasonably motionless so that his or her conduct will not interfere with or degrade the observance for those who wish to participate.

G. Appearance and Dress

- 1. Accessories or items of apparel which disrupts the educational process shall not be worn.
- 2. Clothing and hair shall never be worn in a fashion that presents a hazard to the health or safety of any student or groups of students.
- 3. Students are required to wear gray or navy blue sweats or shorts and shirts, and plain sneakers while participating in physical education classes.
- 4. Students may be required to wear certain types of clothing while participating in situations where special attire may be required to ensure the health or safety of the student and in situations where the school authorities have determined that a uniform serves some other useful or aesthetic purpose.
- 5. Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.
- 6. Students are required to wear uniforms at all school activities unless stated by the administration. Students' uniforms include shirts, blouses, sweaters, jumpers, shorts, skirts, and long pants. Sweaters, jumpers, shorts, skirts, and pants should be navy blue. Shirts and blouses should be white, gray, or light blue. Students' shoes and sneakers should be plain (no lights, no wheels, no fancy decorations, etc.). Students will need to wear sneakers for gym classes.

H. Confidential Communication

- 1. Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate in the proceeding.
- 2. Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

I. Student Exposure to Drugs

It is a violation of the Lawrence McFarrin School of the Arts, Inc.'s policy for any student, on school property, vehicles and buildings, or during school activities, to be under the influence of any controlled substance, to use, possess, possess with intent to deliver, control, sell, deliver, distribute or traffic in any controlled substance, "look alike drug" as herein defined, drug paraphernalia, or any pill, capsule, powder, liquid or other substance of whatever form or texture (including, but not limited to, stimulants or depressants) which may adversely affect the health, safety or welfare of any student.

For purposes hereof, the term "controlled substance" shall have the same definition it has in The Controlled Substance, Drug, Device and Cosmetic Act, Act of April 14, 1972, P.L., 233, No. 64 as amended, 35 P.S. 780-101, et set.

The term "look alike drug" means any pill, lozenge, capsule or other tablet or substance which has been manufactured, packaged or re-packaged in a manner normally used for the illegal delivery of controlled substances, but contains non-prescription or non-controlled substances.

The term "possession" means having on a student's person or in a place within the student's reach or control, or in a car, locker, desk, book bag, handbag or other container or article which is within the exclusive control of the student.

The term "delivery" means placing in another student's possession, transferring possession, actual or constructive, to another, whether or not for a price.

It is understood that medication issued on the advice of a physician and used by the authorized person is not subject to the above conditions. School administrators and employees have an affirmative duty to initiate the following procedures when there is a suspicion that a student is in violation of the above drug policy, either in school or during a school related activity. Whenever such suspicion comes to the attention of an employee, the employee shall immediately notify the student's Principal who, in turn, shall follow the due process procedures of the charter school, notifying the Board of Directors or designee.

If after investigation it appears to the Principal or designee that a student has been under the influence of any controlled substance or has used, possessed, possessed with intent to deliver, controlled, sold, delivered, distributed, or trafficked in any controlled substance or look-a-like drug, the Principal or designee is authorized to immediately suspend the student pending a hearing before the Board or a committee of the Board of Directors.

As soon as practical thereafter, the Board or a committee of the Board of Directors shall, upon reasonable notice, hold a due process hearing. The Board of Directors, based upon evidence disclosed at the hearing, may suspend the student for such additional time as the Board in its discretion shall determine, or may expel the student permanently. Other violations not involving a controlled substance or look-a-like drug may result in a suspension and/or Board hearing.

The Principal or designee thereof shall have the sole duty and authority to inform local or state law enforcement agencies or to invite participation or assistance of any other public agency in the investigation or resolution of any problem involving drugs.

J. Student Smoking/Possession of Tobacco and the Laws of Indiana

Section 6305 - Sale of tobacco

A person is guilty of a summary offense if he or she sells tobacco, in any form, to any minor, under the age of 16 years, or by purchase, gift or other means, furnishes tobacco, in any form to a minor under the age of 16 years.

1. Offense defined. A person commits an offense if he or she furnishes to any minor, by gift, sale or otherwise, any cigarettes or cigarette paper.

2. Grading. Whoever commits an offense under this section shall, upon being convicted thereof in a summary proceeding, be sentenced for the first offense to pay a fine not exceeding \$25.00 and for the second offense shall be fined not exceeding \$100.00; and for the third or subsequent offense shall be guilty of a misdemeanor of the third degree.

The Principal is instructed to enforce the following regulations:

1. Prohibit smoking and/or possession of tobacco by students on or in all school properties of the Lawrence McFarrin School of the Arts, Inc.

2. "Tobacco" as used herein shall include tobacco products such as, but not limited to, chewing tobacco, snuff and other smokeless tobaccos.

3. "Smoking" includes possession of a lighted cigarette, cigar, pipe or other lighted smoking equipment.

4. Advise, in writing, those students who are first-time offenders, about the existing tobacco/smoking laws of Indiana and regulations establish by this policy. (A copy of the school policy will be provided to the

parent(s) or guardian(s) of the offender.) A first-time offense will result in a three (3) day out-of-school suspension.

5. Second and third offenses will result in five (5) and ten (10) day suspensions respectively.

6. Professional school personnel should carry on intensive programs of education designated to make students fully informed of the hazards of smoking.

K. Discipline of Students Misbehaving on School Buses (not applicable at this time)

The drivers of all school buses or other vehicles transporting public or non-public students will fill out bus conduct reports on misbehaving students who are violating the rules of proper bus behavior.

The reports will be signed by the driver and submitted to the administrator of the school which the student attends.

Copies of the report will be distributed to the parents and the driver after the administrator has met with the student. The form indicates the violations as well as the action taken by the administrator. The administrator should retain one copy of the form.

Procedures to be followed by The Lawrence McFarrin School of the Arts, Inc. will be as follows:

1. First discipline reports - student should be advised, on report, that a recurrence will result in suspension of bus privileges.

2. Second discipline report - notification to parent(s) with warning.

3. Third discipline report - three (3) days suspension of bus privileges

4. Fourth discipline report - five (5) days suspension of bus privileges

5. Fifth discipline report - ten (10) days suspension of bus privileges

6. Fighting on the bus - automatic five (5) days suspension of bus privileges

The bus drivers are the school's representatives on the bus and their judgment will be respected in evaluating the conduct report.

L. Alcoholic Beverages

The possession of and/or consumption of any malt, brewed or liquor beverage on school property, in the school buildings, on buses owned or under contract to the school, at school sanctioned functions, is prohibited. Students found violating this regulation will be immediately suspended. A violation of this regulation may result in a hearing before the Board of Directors with the recommendation for expulsion.

For the purposes of this section, the terms "possession" and "consumption" shall include being intoxicated or under the influence of alcohol or exhibiting any of the common signs thereof including, but not limited to, slurred speech, glassy eyes, bloodshot eyes, impaired coordination, or the odor of alcohol on the breath.

M. Corporal Punishment

The Board recognizes the negative effect on students from the use of corporal punishment. Therefore, reasonable force may only be used, in accordance with the School Code, by teachers and school authorities under the following circumstances.

- 1 - to quell a disturbance
- 2 - to obtain possession of weapons or other dangerous objects
- 3 - for the purpose of self-defense
- 4 - for the protection of persons or property

Corporal punishment administered by any professional employee in violation of the conditions of this policy shall be regarded as insubordinate conduct on the part of the professional employee.

N. Standards of Conduct for Students

The following rules have been established to provide an atmosphere conducive to learning. Students are expected to obey these rules for their safety and the good of the student body.

1. Hallways

- a. Walk quietly on the right side of the hallways. Follow the direction of the adults who supervise.
- b. Running, tripping, pushing is prohibited.
- c. Voices must be controlled.

2. Classrooms

- a. Enter a room only if assigned to be there and/or a teacher or aide is present for supervision.
- b. Students are responsible for their own belongings.
- c. Follow teachers or aides to assigned rooms or designated areas.
- d. Voices shall be controlled.
- e. Students must be escorted by teachers or aides to assigned classrooms or designated areas.
- f. Students must have a hall pass when not escorted by a teacher or aide.
- g. Hats are not permitted.
- h. Chewing of gum is prohibited.
- i. Work missed because of absences must be made up. Students may request that homework be provided after a 3-day absence.

3. Rest Rooms

- a. Playing or inappropriate behavior is forbidden inside the rest rooms.
- b. Students should help to keep the rest rooms clean and neat by proper use.
- c. Students should use the nearest rest room to their class or activity.

4. Cafeteria

- a. No loud talking, yelling, or horse-play.
- b. No tossing of food or squashing of milk containers.
- c. Food is to be consumed only in the cafeteria.
- d. Walk in the cafeteria.
- e. Students shall not leave the cafeteria until dismissed by lunch duty personnel.

5. Bus

- a. When dismissed from classrooms, go to the assigned waiting areas. Walk quietly to the bus when directed. Stay seated on the bus. Only the bus driver may grant permission to leave the bus.
- b. Student must travel on assigned buses unless they have a note stating that the parent or parent's designee will pick them up
- c. Students will show respect for the bus driver.
- d. Obey all other rules as posted or given by the bus driver.

6. Other

- a. Students are permitted to wear sweaters. The wearing of any outside jackets in the building during the regular school day is prohibited.
- b. After an absence from school, it is the student's responsibility to arrange to make up work.
- c. Students should not come to the office to relate something that happened in the classroom. The information should be reported to the classroom teacher or to the person in charge of the activity.

III. Procedure for Cooperating With Police

1. Criminal acts, as defined in the Indiana Crime Code, shall be reported to the appropriate police department.
2. Police are authorized to question students during school hours under the following conditions.
 - a. The school notifies the student's parent(s)/guardian and receives the approval.
 - b. A school administrator or counselor is present while the student is being questioned.

IV. Equal Opportunity School

The Lawrence McFarrin School of the Arts, Inc. is an equal opportunity educational institution and will not discriminate in employment, educational programs or activities on the basis of race, sex, color, national origin, religion, age, or disability. Inclusion of this policy in this document in accordance with state and federal laws including Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973 and Title VI and VII of the Civil Rights Act of 1964.

V. Weapons

The Lawrence McFarrin School of the Arts, Inc. hereby prohibits possession of weapons or ammunition on school property or at any school-related activity, and requires that anyone who has knowledge of the possession or existence of a weapon or ammunition in a prohibited place make an immediate report thereof to a school administrative or professional employee.

The following shall constitute a violation of this policy:

- a. Possession of a weapon or ammunition in a prohibited place.
- b. Failing, neglecting or refusing to immediately report to administrative or professional employee knowledge of the possession or existence of a weapon or ammunition in a prohibited place.

Definitions

For purposes of this policy, the following words and phrases shall have the meaning given to them in this subsection: "Weapon" - Any tool, instrument, implement, or object capable of inflicting serious bodily injury including, but not limited to, (1) knife, cutting instrument, culling tool, nun-chuck stick, star, firearm, BB gun, pellet gun, shotgun, rifle, pistol; (2) look-alike, replicas of weapons, objects which are capable of inflicting serious bodily injury and possessed under circumstances not manifestly appropriate for lawfulness they may have; and (3) components which can readily be assembled into a weapon. Whether or not an object is loaded or lacks a clip or other component to render it immediately operable is irrelevant in the determination as to whether or not it constitutes a weapon.

"Possession" - The presence of a weapon or ammunition on the person of an individual, or in his/her personal property (for example, but not by limitation, book bag, gym bag, purse, clothing, brief case, etc.) or in a place where the individual exercises substantial control. The term shall also include furnishing a weapon or ammunition to another knowing that it will be transported to a prohibited place, and also concealing or transporting, or aiding in the concealment or transportation, of a weapon or ammunition in or to a prohibited place.

"Prohibited Place" - School property, school grounds, school buildings, any place where a school-related event or activity takes place, bus stop, and any school furnished vehicle or conveyance providing transportation to or from any of the foregoing.

Confiscating Weapons or Ammunition

Any weapon or ammunition found in a prohibited place shall be immediately confiscated, delivered to the building principal, and delivered to law enforcement officials or picked up by law enforcement officials.

Confiscation of a weapon or ammunition shall be witnessed by a second The Lawrence McFarrin School of the Arts, Inc. employee and a signed statement by each employee shall be kept on file at the administration office detailing the circumstances of the confiscation. The weapon or ammunition shall be kept in safe-keeping and a written record shall be maintained identifying all persons involved in the chain of custody of the confiscated weapon until it is delivered to law enforcement officials.

Parent(s)/guardian of students shall be notified immediately. Principal shall provide a written report of the investigation to President of Board of Directors by the close of the school day.

Discipline

Any student, who violates this policy, as determined by preliminary investigation, shall be subject to discipline depending upon the nature of the offense as follows:

Possession of a firearm, look-alike, ammunition, or replica of a firearm, in a prohibited place

- immediate suspension for a period of 10 consecutive school days, an offer of an informal hearing, and prompt formal hearing before the Board of Directors or a committee to consider expulsion of the student.
- Possession of a weapon other than a firearm, look-alike, or replica of a firearm, coupled with a threat by the student to use such weapon to inflict bodily harm on another person
- immediate suspension for a period of 10 consecutive school days, an offer of an informal hearing, and prompt formal hearing before the Board of Directors or a committee of the Board of Directors to consider expulsion of the student.

Any other violation of this policy

- immediate suspension for a period of up to 3 consecutive school days; at the discretion of the principal or designee, an additional suspension of up to seven (7) consecutive school days and an offer of an informal hearing; and at the discretion of the principal or designee a formal hearing before the Board of Directors or a committee of the Board of Directors to consider expulsion of the student.

Any The Lawrence McFarrin School of the Arts, Inc. employee who violates this policy shall be subject to appropriate discipline, including termination.

Any other person who violates this policy shall, at the discretion of the Principal and Board of Directors, be banned from all school property and all school-sponsored events and activities.

Mandatory Expulsion

Any student who is determined to have been in unauthorized possession of a weapon as defined herein (except look alike, replicas or fewer than all the components which could be readily assembled into a weapon) in a prohibited place, shall be expelled for a period of not less than one calendar year.

The principal may recommend discipline short of expulsion for a calendar year, on a case-by-case basis.

In any case involving an exceptional student, procedural matters and discipline shall be in compliance with the Individual with Disabilities Education Act (20 U.S.C. #1400, et seq.), and Indiana Law.

Reporting to Police

Employees who become aware of the possession or existence of a weapon in a prohibited place shall immediately report same to an administrator.

Administrators shall promptly report individuals suspected of possessing weapons in a prohibited place to the appropriate law enforcement officials. Employees shall cooperate with law enforcement officials in the detection and prosecution of all violators of this policy.

VI. Improper Conduct toward School Employees

It is the policy of the Board of Directors to provide an educational environment free from all forms of intimidation, hostility, offensive behavior, sexual harassment and unlawful discrimination, hereinafter referred to either individually or collectively as "improper conduct." By way of example and not limitation, such improper conduct may take the form of:

- verbal or written derogatory or discriminatory statements, racial slurs, or unwelcome sexual remarks or advances; or
- discrimination or verbal or written derogatory statements based on race, color, religion, gender, national origin, age, or disability.

The standard for determining whether particular verbal or physical conduct is "improper conduct" is whether a reasonable person in the same similar circumstances would find the conduct intimidating, hostile, offensive or abusive. The "reasonable person" standard includes consideration of the perspective of persons of the alleged victim's race, color, religion, gender, national origin, age, or disability.

Such behavior on the part of a student directed toward any employee of the Lawrence McFarrin School violates this policy and may result in disciplinary action, including expulsion of students.

VII. Student Complaint Process

In furtherance of this policy, a student complaint process is hereby established in accordance with the following provisions:

Step I

Any student who believes that he/she is, or may be, the victim of any improper conduct by an employee of the School, may file a complaint with the principal. Said complaint may be filed by the student or on behalf of the student by the student's parent(s) or guardian.

With respect to alleged improper conduct by a student, the alleged victim shall first refer the matter to his/her teacher for resolution. If either student is dissatisfied with the teacher's resolution or if the teacher believes the alleged improper conduct is so serious as to warrant review by the principal, the complaint shall be referred to the principal.

Upon receipt of such complaint of a student or referral from a teacher, the principal will provide the complainant with a "Notice to Individuals Complaining of Improper Conduct" form, impartially investigate the complaint, interview both parties to provide complainant and accused with the opportunity to discuss charges made, explore personal feelings with

confidentiality and impartiality, and evaluate complaints which might be irresponsible, unfounded, or involve misperceptions of fact or intent. It is the principal's responsibility to provide oral remedies, including imposition of discipline. The principal will attempt to remedy the situation by reaching mutual agreement.

Step 2

If the complaining student and/or his/her parent(s) are dissatisfied with the disposition of the matter, they have the right to request that the matter be brought to the attention of the Board in accordance with these procedures within ten (10) days after the principal's action. The complainant may advise the principal in writing of his/her desire to bring the matter to the attention of the Board. The principal shall list the matter on the Board agenda at the next regularly scheduled meeting of the Board. The matter will be considered by the Board at its meeting, either in open session or in executive session, as the Board shall determine and in compliance with the Open Meeting Law. The complainant shall be given an opportunity to address the Board and the principal shall provide a report as to his/her findings and recommended disposition. The Board shall take such action as it deems appropriate.

VIII. Anti-Bullying and Extortion Policy

The Lawrence McFarrin School of the Arts, Inc. strives to provide a safe, positive learning climate for students. It shall be the policy of LMSA to maintain an environment in which the objectives of positive peer interactions are reinforced daily while stressing that bullying and extortion are not tolerated.

Definitions:

"Bullying" is a pattern of abuse or aggressive behavior by one student or a group of students carried out repeatedly and over time. Bullying may be physical, verbal and/or emotional in nature.

Bullying behavior includes physical intimidation or assault; oral or written threats; teasing, putdowns, or name calling that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive environment; threatening looks, gestures, or actions; psychological cruelty, such as spreading rumors of false accusations; and shunning the individual.

"Extortion" is the action of one student or a group of students to obtain or withhold the property of another student by force, threat of violence or other harm, or intimidation.

Prohibition:

It shall be a violation of this policy for any student to bully another student or to extort property from another student on school grounds, during the time traveling to and from school, or at any school related event on or off of the grounds.

Delegation of Responsibility

The school expects staff members who observe or become aware of an act of bullying or extortion to take immediate, appropriate steps to intervene. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying/extortion persists, s/he shall report the bullying or extortion to the school principal or designee for further investigation.

If a student or parent becomes aware of an act of bullying or extortion, s/he should report it to a staff member or principal for further investigation.

Guidelines:

Investigative Procedures:

Upon learning about a bullying or extortion incident, the principal or designee shall interview the students involved and thoroughly investigate. This investigation may include interviews with students, parents, and school staff; the review of school records; and identification of parent and family issues.

Consequences//Interventions:

Consequences for students who bully others or extort the property of others will be subject to disciplinary options that may include counseling, parent conference, detention, suspension or other consequences as provided in the Code of Student Conduct.

Dissemination and Training:

A. This policy shall be made easily available to pupils and staff by the principal.

B. Discussion of the policy shall be included in the orientation of each new teacher and periodically in staff development workshops.

C. Faculty will include instruction in bullying/extortion prevention as part of classroom character building, Bullying Prevention:

LMSA shall adopt proactive measures to prevent bullying. Such measures may include a daily motto, a school wide no-bullying contract, a bullying prevention team, rewards for positive student behavior or such other practices as the Principal may deem appropriate. The principal shall report periodically to the Board on the School's bullying prevention efforts.

Confidentiality:

The The Lawrence McFarrin School of the Arts, Inc. recognizes that both the complaining student and the alleged bully/extorter have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the complaining student, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with Family Education Privacy Rights Act ("FERPA") and any discovery or disclosure obligations. As limited by FERPA protections, the principal or designee may inform the complaining student/parents of the outcome of the investigation.

Reprisal:

Any student who retaliates against another student for reporting bullying or extortion or for assisting or testifying in the investigation or hearing may be subject to disciplinary action.

The Lawrence McFarrin School of the Arts, Inc.
Code of Ethics

This section pertains to matters of ethics and behavior in business and personal relationships, which promotes goodwill among fellow educators, and enhances the educational mission of the Lawrence McFarrin School of the Arts, Inc. The attitude and behavior should display to and promote good will among staff, students, parents and other educators and the public at large, at all times.

All Staff, Students and Parents of the Lawrence McFarrin School of the Arts will endeavor to maintain dignity of manner in both your behavior, in the presentation of your schools appearance and in all other forms of public contact.

The Staff, Students and Parents of the Lawrence McFarrin School of the Arts, Inc. will observe the highest standard of honesty and integrity in all business transactions, avoiding the use of false, confusing, inaccurate and misleading terms, descriptions and claims.

The Lawrence McFarrin School of the Arts, Inc. will at all times endeavor to provide educational services of the highest quality and durability, striving to provide the best possible student education so that the standards of the educational mission are maintained in the highest esteem.

The Lawrence McFarrin School of the Arts, Inc., Staff, Student and Parents will display a friendly spirit of cooperation to your fellow educational professionals and assist the professional educators whenever possible should they require your counsel.

The Lawrence McFarrin School of the Arts, Inc. Staff, Students and Parents will at all times avoid the use of unfair competitive practices as determined by and court of competent jurisdiction, including government agencies.

The Staff, Students and Parents of the Lawrence McFarrin recognize the positive spirit of the school in all matters relating to its' functions and interpretation of the code of ethics.

The Staff of the Lawrence McFarrin School of the Arts, Inc. will constantly strive to elevate and maintain the professional standards of the educational industry and provide those related services in which the staff are duly qualified to perform therein not exceeding qualifications for such professional services.

Do you accept this code of ethics with the knowledge that failure to abide to the standards and violation thereof, may result in actions detrimental to your, school's educational mission?

Signed:

Date:

Scope and Sequence of the Elementary Curriculum Lawrence McFarrin School of the Arts, Inc.

Kindergarten thru 5th Grade

The Lawrence McFarrin School of the Arts, Inc. (LMSA) will use the Guided Reading Model across the Elementary grades during language arts. This model allows for student immersion “in multiple opportunities to read and write that will be purposeful and authentic throughout the day and across curriculum areas,” (Schulman and Payne 2000).

There will be six elements that comprise the Guided Reading Model across all the elementary grades. They will be: Guided Reading, Read Aloud, Shared Reading, Independent Reading, Independent Writing (with guidance), and Literacy Work Stations. Formal writing instruction occurs in the homeroom in the primary grades, and during the Language Arts Block in grades four and five.

- Guided Reading/Literature Circles provides the opportunity for the teacher to provide direct instruction, in a small group setting, to meet each child’s specific reading needs. Concepts will be introduced and/or practiced under the close guidance of the teacher, and students will be reading texts that will be at their instructional level.

Guided reading supports the “children advance their reading ability when presented with appropriate reading supports and challenges,” (Schulman and Payne 2000).

- Read Aloud is typically a time when the teacher reads aloud to the entire class a text that he/she has carefully chosen. This time provides an opportunity to model the thinking that expert readers use; it increases exposure to rich vocabulary; models fluent expressive reading; and makes higher order concepts and ideas accessible to all students (Fountas and Pinnell 1996).

- Shared Reading occurs when students and teacher will be reading the same text together, chorally (Fountas and Pinnell 1996). Shared Reading is ideal for building fluency (both rate and expression), involves students in the reading process in a safe and meaningful way, and for younger students, clearly demonstrates early reading strategies essential to reaching proficiency. Shared Reading is appropriate for all grade levels, but is used more frequently in kindergarten through third grade.

- Independent Reading is a time when students read on their own. Independent Reading is essential to helping students apply reading and comprehension strategies on their own. It provides an opportunity for students to read and negotiate a variety of texts, at their level, and gain confidence through a sustained reading period (Fountas and Pinnell 1996).

- Independent Writing during the Literacy Block can take many forms. Students can respond to literature through graphic organizers, by writing paragraphs, by answering questions, and by putting thoughts in notes or on post-it notes, etc. Teachers may also have students write short pieces about literature that extend their thinking to all levels of Bloom’s Taxonomy.

- Literacy Work Stations will be in the classroom “where students work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities will be reinforced and/or extend learning, often without the assistance of the classroom teacher,” (Diller 2003). It is important to know that work stations will be not busy work, but rather all

activities will be based on teacher modeling and allow for independent practice where students will be responsible for their own learning.

Literacy instruction at LMSA will be guided by standards and benchmarks, as well as ongoing literacy assessments administered throughout the year. Each fall, winter and spring teachers will evaluate student reading levels by administering the QRI-IV (Qualitative Reading Inventory). These assessments provide an opportunity for the teacher to listen to each student read aloud, to check decoding ability, fluency rates, and comprehension levels. Teachers evaluate students with these assessments until an instructional level is identified. In addition to the QRI, teachers use CARS (Comprehensive Assessment of Reading Strategies) in grades two through five to assess their students' application of comprehension reading strategies. Spelling Inventories will be administered three times per year to determine each student's spelling level. Student writing samples will be formally evaluated four times per year using the 6-Trait Writing Analysis. In addition to formal assessments, teachers will use ongoing informal evaluation to continuously monitor student progress and guide instruction.

According to the National Reading Panel Report (2000) there will be **five essential dimensions of reading**. These dimensions will be an integral part of LMSA's literacy instruction because according to the NRP, if even one dimension is missing from a reader's repertoire, then proficiency in reading cannot be reached.

The dimensions will be: phonemic awareness, phonics, vocabulary, fluency and comprehension.

- Phonemic awareness is the ability to hear, identify, and manipulate phonemes (individual sounds) in spoken words (Put Reading First 2001).
- Explicit, structured phonics instruction teaches students the relationship between written and spoken language; by knowing letter-sound correspondences, the brain can instantly and accurately read, spell and identify words (Put Reading First 2001).
- Vocabulary "refers to the words we must know to communicate effectively," (Put Reading First 2001). Having a broad vocabulary base is essential in both decoding and comprehending.
- Fluency is the ability to not only read a text accurately and quickly, but in phrases, with good expression, at an appropriate volume, and with acknowledgment of punctuation.
- Comprehension is the whole purpose of reading. If what is read is not understood, then students will be not actually reading (Put Reading First 2001).

"Comprehension strategies will be conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who will be in control of their own reading comprehension," (Put Reading First 2001).

Writing Instruction at LMSA

LMSA firmly believes that writing is an essential skill that should be integrated across the curriculum. We will follow an inquiry approach based on deep and critical thinking (Bloom's Taxonomy). Students will be expected to provide written responses that reflect this thinking.

Instruction

Incorporated into classroom writing instruction will be the following components: whole class instruction, guided practice, small group instruction, independent writing time, conventions instruction (grammar, spelling, and punctuation), the writing process (brainstorm, draft, revise, edit, publish), and peer/teacher conferences. Formal writing instruction will take place in the homeroom for grades K-3 and during the Language Arts block for grades 4 and 5.

Structure

During the writing block, the teachers will either focus instruction on: genre (persuasive, narrative, expository, descriptive), one of the six traits, a lesson about writer's craft (Fletcher & Portalupi 1998), the

writing process, practice creating and using a rubric, analyzing writing for the six traits, and/or a specific focus lesson on conventions. Teachers will often use books to model writing strategies and to give students a concrete example of the writing concept they will be studying.

Language Arts Curriculum Materials

There will be a variety of curriculum materials used for literacy instruction. Certain materials will be used with all students, and some materials will be used based on instructional and student needs. Across the grades, Guided Reading Leveled books will be matched to students to allow them to read texts at their instructional levels during Guided Reading.

- Kindergarten-First Grade: **Reading:** Grades kindergarten through first grade will use **Treasures** by Macmillan/McGraw Hill. Treasures is a comprehensive, research-based reading program which offers a wealth of high-quality literature to engage learners. Explicit instruction and ample practice ensure students' growth in reading proficiency. Each week's lesson integrates grammar, writing, and spelling for a total language arts approach.

- In addition, Kindergarten will use **Zoo Phonic** as the foundational piece of their entire reading program. The Zoo-Phonics program teaches the alphabet using a cast of animal characters and sounds, and a body movement that directly relates to the animal/letter, allowing children to utilize the alphabet immediately. Zoo- Phonics provides teachers, and students with comprehensive phonics materials, bringing fun and excitement to learning, motivating children and ensuring success.

- Second Grade through Fifth Grade: **Reading:** In grades two through five, the students will use Scott Foresman's **Reading Street**. Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program lends itself to differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.

- Kindergarten through Fifth Grade: **Writing:** Instruction in writing is supported through the **Write Source** curriculum materials that will have been purchased for all students K-5. These materials align with the writing curriculum that is used at 6-12 so that there is consistency and fluidity throughout our K-12 writing program.

Each teacher also assesses students writing using a 4-point rubric that measures each of the **6 + 1 Traits**. The 6 + 1 Traits of writing will be: Ideas, Organization, Word Choice, Sentence Fluency, Conventions, and (+1) Presentation (Culham 2003). In grades K-3, certain traits will be introduced each year, and in 4th and 5th grade all of the traits will be expected to be fully integrated.

- In addition, grades two through five use Leveled Readers and Novels for Guided Reading to teach comprehension strategies and practice skills.

LMSA's Language Arts Curriculum is designed to be a vital and vibrant part of our students' education. Students will have a high degree of background knowledge and the courage, creativity, and passion necessary to become productive citizens and leaders in their own communities, in our nation, and in the world.

Mathematics Instruction at LMSA Elementary

LMSA strongly believes that mathematics is an important and essential discipline. Mathematics not only facilitates a pattern of logical thinking but also presents a system of valuable skills that will be applicable to one's everyday life. At LMSA, students will be placed in the appropriate math classes based on ability and academic achievement. Math groups will be flexible and may change throughout the year. Our primary goal is to help our students understand the value of mathematics and then provide them with the skills they need to achieve their full potential in this field of study. We will accomplish this in the following manner:

- Require our students to understand the concrete and abstract concepts of mathematics as well as demonstrate an ability to apply those concepts in their everyday lives.
- Challenge our students to be responsible and active learners who confidently communicate their learning to others.
- Maintain high expectations for all of our students.
- Let our students know we believe in their ability to succeed in math.
- Make our very best effort to place students at a level where they will be challenged yet successful.
- Strive to maintain a quality education for our students by regularly seeking to improve our classroom pedagogy and assessing students formally and informally throughout the year.

Students will be encouraged to take the most challenging course in which they can succeed, but and will not be put in a situation where they may feel overwhelmed.

Curriculum Materials: LMSA Elementary has adopted Scott Foresman/Addison Wesley Mathematics as our primary text book. TERC Investigations is used as supplementary material to support students in mastering grade level standards.

Standards: Grade levels standards will be based on the Indiana Department of Education (National Council of Teachers of Mathematics) standards. These include: Numbers and Operations; Algebra; Data Analysis and Probability; Geometry; Measurement and Computation.

Assessments: Students will be assessed three times during the school year, using the adopted LMSA Standards Based Math Test for each grade level. Assessments in the classroom should be both formal and informal to include performance-based and higher-level questioning (Bloom's Taxonomy).

LMSA's Mathematics curriculum is designed to be a vital and vibrant part of our students' education. Students will have a high degree of background knowledge and the courage, creativity, and passion necessary to become productive citizens and leaders in their own communities, in our nation, and in the world.

Science Instruction at LMSA Elementary

LMSA's elementary science curriculum follows state standards and is aligned Kindergarten through twelfth grade. LMSA stresses the importance of an inquiry-approach to better understanding the world around us, and believes that students learn best through meaningful, hands-on investigations that utilize the processes of the Scientific Method.

Science at LMSA is standards-based and focuses on specific Essential Learning Results at each grade-level. At all levels, students apply the process of Scientific Investigation, and demonstrate knowledge of Life, Earth/Space, and Physical Scientific concepts.

The content will be for teaching science at the elementary level and comes primarily from the Core Knowledge sequence. The spiraling scope provides multiple opportunities for students to explore scientific concepts. As a supplemental resource, we will consult with the Core Knowledge Foundation for lesson plans available on various subjects in each area of study.

In addition, we incorporate FOSS (Full Option Science System) and Delta Learning Modules into our science curriculum. FOSS and Delta offer self-contained modules that provide students with opportunities for inquiry-based, hands-on learning. Within the investigations, students will be expected to develop thought-provoking questions, organize their observations and data, challenge their thinking, and reflect on their scientific experiences.

All fifth grade students will be required to participate in the LMSA annual science fair, where they will be afforded opportunities to further develop and demonstrate their scientific thinking skills. Students in grades one through four will be invited to participate on a volunteer basis.

LMSA's science curriculum is designed to be an essential part of our students' education, and we strongly believe that scientific literacy is an achievable goal for all of our students. Not only will students have a solid scientific foundation on which to build, they will continuously be encouraged to think like true scientists.

Social Studies Instruction at LMSA Elementary

Social Studies at LMSA includes; History, Civics, Economics, and Geography.

Each of these areas has state and national standards. These standards define what students will learn from kindergarten to fifth grade. The scope and sequence will be aligned with our middle school to ensure that students will have the background knowledge and necessary skills for a successful transition to the middle school level.

The content for teaching history comes primarily from the Core Knowledge sequence. LMSA will be a "Friends of Core Knowledge" school. We will consult with the Core Knowledge Foundation for information and numerous lesson plans available in the Social Studies area. The Core Knowledge curriculum provides opportunities for students to explore various cultures, customs, and religions from around the world. This fosters a sense of respect for the differences within the school environment. LMSA will establish important memorable culminating events such as: a Cultural Awareness Day.

Core Knowledge also provides a rich background in America History and Civics. The study of government, national symbols, landmarks, and important leaders throughout our nation's history provides the students with the knowledge of our country's growth and development from its earliest beginnings to the present. Students will be actively involved in establishing connections through research, hands-on projects and culminating events.

These events include: Explorer Day, and Immigration Day. These special events provide enrichment and connect meaning to the key ideas from the lessons as our students see history "come alive." The students will be also able to make additional connections through classroom literature and LMSA's music, world language, and art programs.

Geography at LMSA is integrated throughout the Core Knowledge sequence. Geography is supplemented with "Map Essentials," materials created by National Geographic, and Rand-McNally atlases. These geography skills will be taught based on the 18 National Geography Standards.

Children learn “hands on” applications of resources, production, and consumption. In fifth grade, students take part in **Young Ameritowne**, an educational program to help teach about business, economics, and free enterprise in a fun and hands-on way. At the higher grades, the annual Economic Fair further incorporates these skills to deepen the understanding of economic systems and the various factors that can impact the economy.

The standards for research, technology, graphing, and data analysis, using Math and Science skills, will be woven into the Social Studies curriculum. The students will be expected to respond to “Essential Questions” at all grade levels through written communication.

These “Essential Questions” cover content; however, the responses require higher levels of comprehension and advanced written communication skills. These questions will be based on Bloom’s Taxonomy of Higher Order Thinking. The written responses will be evaluated according to rubrics for the 6+1 Traits of Writing.

Many resources will be available to support the Social Studies curriculum. Leveled books provide opportunities for differentiation and “tiered” lesson plans. Additional support for advanced independent research and support for students needing small group instruction is provided through our Curriculum Specialist.

LMSA’s Social Studies curriculum will be designed to be a vital and vibrant part of our students’ education. Students will have a high degree of background knowledge and the courage, creativity, and passion necessary to become productive citizens and leaders in their own communities, in our nation, and in the world.

LMSA **Middle School Academic Curriculum** **6th, 7th, 8th Grade**

LMSA Middle School offers a seven-period day. High school course options will be available by subject for advanced middle school students; specific placement will be determined by assessment and/or teacher recommendation. Middle school students enrolled in high school courses have the option to receive high school course credit and to have the course or courses included on the high school transcript.

English

LMSA challenges students to strive for mastery in all will areas of Language Arts in order to become excellent scholars in all disciplines. LMSA promotes effective expression, critical thinking and life-long learning. LMSA is committed to fostering a passion for literature and love of reading and writing for every student.

The texts taught in English classrooms will be chosen based on literary merits, importance in a college preparatory curriculum, and character education themes. English classrooms will be nurturing environments where students of all abilities feel safe to take risks and challenge themselves.

LMSA offers a literature-based curriculum that introduces students to a variety of high-quality works, many of which will be recommended by Core Knowledge and others as classic pieces of literature. Each course focuses on responding to and analyzing written works orally and in writing, with strong emphasis on the writing of essays and other full-length products. In addition, LMSA weaves grammar study throughout each level, with topics introduced or re-taught as necessary.

Power Reading: This class is designed for the full spectrum of learners -- from those who struggle with reading and/or writing skills to advanced readers and writers. The centerpiece of reading instruction will be focused on a computer-based reading fluency program which builds both reading speed and comprehension. Students may also receive individualized reading and writing interventions from an instructor. NOTE: Power Reading will be taught in conjunction with, rather than instead of, middle-school English classes.

English Level 1: Students will develop skill in decoding literal meaning in a variety of texts while beginning to identify stylistic and structural literary elements including plot, theme, and characterization. Students will use the writing process to create and organize expository paragraphs and five-paragraph essays based upon thesis statements. Students will improve their writing and speaking by learning new vocabulary. Formal grammar instruction includes conventions of sentence structure, capitalization, verb and pronoun usage, and punctuation.

English Level 1 Honors: English Level 1 Honors is a faster paced and more rigorous course than English Level I, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered will be the same as those in English Level 1.

English Level 2: At Level 2, students will expand their knowledge of literary elements to include point of view and figurative language. Moreover, they will gain greater skill and independence in identifying stylistic and structural elements introduced in Level 1. Responses to literature will include analysis as well as literal comprehension. Instruction will also focus on refining the five-paragraph essay and using writing to persuade and inform an audience. English 2 will also features a unit on public speaking, including gathering and organizing information, developing audience awareness, and effective presentation. Grammar topics will include sentence structure, punctuation, and recognizing common roots, prefixes, and suffixes.

English Level 2 Honors: English Level 2 Honors will be a faster paced, more rigorous course than English Level 2, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered will be the same as those in English Level 2.

English Level 3: Students in Level 3 will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style will include references to character, conflict, setting, theme, language, and imagery. Students will broaden their writing and speaking repertoires to include a wider range of tasks, purposes, and audiences. Writing tasks will involve analyzing literature and authors' styles, persuading, comparing and contrasting, sharing research findings, and entertaining an audience via creative writing. Students will also focus on improving their personal writing style and command of formal English language. Grammar instruction will address conventions such as sentence structure, verb usage, capitalization, punctuation, and pronoun precision.

English Level 3 Honors: English Level 3 Honors is a faster paced, more rigorous course than English Level 3, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered will be the same as those in English Level 3.

English Level 4 Honors: In English 4 Honors, students will respond to literature on numerous levels, considering both universal themes and the particular culture and artistic traditions that shape a literary work. In addition to the literary elements introduced in earlier levels, students will respond to and analyze stories, poems, plays, and novels with respect to genre, archetype, diction, and symbolism. In writing, students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar units will

focus on improvement of writing accuracy and style, punctuation, and embedding information using phrases and clauses. NOTE: The literature in this class may contain mature themes and language.

Mathematics

Mathematics not only facilitates logical thinking but is also used to describe and analyze our world. At LMSA, our math classes will teach students to value mathematics as a discipline unto itself, to make connections between mathematics and other disciplines, and to examine the applications of mathematics in our world. We balance the development of formal mathematical algorithms with critical reasoning and investigating mathematical properties and ideas. We expect students to think through the mathematics behind formal skills rather than to simply follow set procedures. Through practice, students become proficient with their formal skills and develop strategies for thinking critically.

In the LMSA Middle School, we will use calculators and other technology solely for the investigation of mathematical ideas and concepts when calculations and graphing by hand will be excessively laborious. We expect students to perform computation of whole numbers, fractions, decimals, and percent's without the aid of calculators.

LMSA's honors and standard classes will cover the same content. The difference between the classes lies in the mathematical rigor of the problems and the time spent introducing concepts. Students who enjoy challenging mathematical reasoning, have a solid mastery of concepts from the previous courses, and pick up material quickly will be candidates for the honor courses.

Students who have historically struggled to master skills or who need extra time to process concepts will be placed in standard classes. Placement decisions will be based on achievement in prior math classes, teacher recommendations, and diagnostic skills tests.

Our goal is for all students who begin our program in 6th grade to complete a full Algebra course by the end of 8th grade. This allows students to begin high school with Geometry. Our high school does offer an Algebra course if students need to reinforce their Algebra foundation before moving on to Geometry.

Highly advanced students have opportunities to take high school level classes during middle school. We take extra care with these advanced placements and multiple diagnostic tests may be required.

Our middle school math courses include:

- Math Enrichment
- Pre-Algebra (honors and standard)
- Algebra 1A (honors and standard)
- Algebra 1B (honors and standard)
- Algebra Honors (one year algebra course)

Math Enrichment: This class is designed for students whose math skills will be below grade level. Students use a computer-based math program to independently practice computational skills and fill skill gaps. Additionally, students will receive individualized interventions and extension work to reinforce concepts being taught in their core math class. Enrollment in this class is determined by teacher recommendation.

Pre-Algebra and Pre-Algebra Honors: Pre-Algebra will be recommended for students who demonstrate proficiency with whole number computation and can solve problems using benchmark fractions, decimals, and percent's. The course focuses on developing a solid foundation in computation and conversion between ALL fractions, decimals, and percent's. In addition, students continue to develop

proficiency in all four of the Indiana Department of Education content strands. The major topics for each content strand will be listed below.

- Number and Computations: calculation and conversion between all fractions, decimals and percent's, computation with positive and negative numbers, unit rates and conversions
- Geometry and Measurement: graphing in four quadrants, volume and surface and perimeter of all polygons, scale factor and similarity.
- Data/Statistics: line plots, scatter plots, experimental and theoretical probability
- Algebra: solving one and two step equations, representation of linear functions as patterns, table, and graphs, translating problems into written expressions and equations.

Algebra 1A and Algebra 1A Honors: Prerequisite: Pre-Algebra. Algebra 1A is the first half of a two year sequence that provides students with a solid foundation in algebraic thinking and problem solving. The algebra topics in this course include expressions and multi-step equations with fraction, integer, and decimal coefficients, one variable in-equalities, and functions represented with graphs, equations and tables.

In addition to adding to their algebra skill set, students learn to apply algebra to problems in geometry, data and statistics, and number sense. Topics include properties of proportions in similar figures, using linear equations to predict and analyze data displays, and studying probability of multiple event scenarios.

Algebra 1B and Algebra 1B Honors: Prerequisite: Algebra 1A. Algebra 1B is a continuation of the algebra curriculum in Algebra 1A. By breaking Algebra into a two year sequence material can be covered in depth and students develop a solid foundation in algebraic skills and algebraic reasoning. Upon completion of Algebra 1A and 1B students will be prepared for high school Geometry, followed by Algebra II/Trig.

The topics in Algebra 1B include systems of equations and inequalities, properties of exponents, polynomials and factoring, rational expressions and functions, and quadratic functions.

Algebra Honors: Prerequisite: Pre-Algebra Honors and formal consultation with the student and family. Algebra Honors covers the material from Algebra 1A and Algebra 1B in one year. (see above for course content). Students considered for this course demonstrate exceptional skills in algebraic thinking and number sense and can pick up new material very quickly. Students in Algebra Honors must exhibit excellent study skills and a high level of maturity in order for them to be comfortable and successful in courses with older students.

Proof Geometry Honors: Prerequisite: Algebra Honors and department recommendation. Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of perimeter/volume, and the Pythagorean Theorem along with other theorem work.

Algebra II/Trigonometry Honors: Prerequisite: Algebra Honors and Proof Geometry Honors. This fast-paced course is intended for math students who need little to no algebra review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students will study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics will include function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing

them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, and the unit circle, and the law of sines and cosines. This course can be taken for LMSA high school credit.

Science and Technology

The LMSA Science Department seeks to create excitement for, and excellence in, the pursuit of knowledge and understanding of the natural world. Students will be asked to approach scientific problems both critically and creatively, while developing a fundamental understanding of science as a thought process and applying those skills to real world situations in all disciplines. Specifically, students will be encouraged to develop their abilities to interpret current events, both scientific and otherwise, using inquiry and logic-based thought.

Science and technology go hand in hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, LMSA expects each of its students to have facility with and an understanding of technology and its role in modern society.

Incoming sixth graders will enroll in Life Science or Life Science Honors, depending on their math skills. Seventh graders will pursue either Earth Science or Earth Science Honors, depending on their math skills. Eighth graders will explore either Physical Science or Physical Science Honors, depending on their math skills.

Life Science: In this introduction to the science of biology, students explore ecology, cell structure and function, cell metabolism, classification, simple and complex organisms, evolution, genetics, and human body systems. Laboratory exercises introduce safe laboratory technique and provide hands-on learning opportunities. Basic research and reporting skills will be developed through class projects that emphasize real world application of scientific concepts. A required science fair project fosters further development of scientific inquiry skills.

Life Science Honors: Prerequisite: Currently enrolled in Pre-Algebra Honors. In this introduction to the science of biology, students explore ecology, cell structure and function, cell metabolism, classification, simple and complex organisms, evolution, genetics, and human body systems.

Laboratory exercises introduce safe laboratory technique and provide hands-on learning opportunities. Basic research and reporting skills will be developed through class projects that emphasize real world application of scientific concepts. Honors students will be expected to perform additional mathematical applications and explore select topics in greater depth. A required science fair project fosters further development of scientific inquiry skills.

Earth Science: This class provides a solid grounding in the scientific method by exploring how scientific knowledge is gained. Students learn about the earth's structure and history, rock and mineral formation, crust transformation, the ocean and atmosphere, the climate and environment, the sun, the planets, and galaxies. Emphasis is placed on learning not only about these subjects but about how scientists have developed currently held theories. Students will research current issues in these areas and perform experiments that measure local conditions relating to areas under study.

Earth Science Honors: Prerequisite: Pre-Algebra, or consent of instructor. This class provides a deep understanding of the scientific method by exploring how scientific knowledge is gained. Students learn about the earth's structure and history, rock and mineral formation, crust transformation, the ocean and atmosphere, the climate and environment, the sun, the planets, and galaxies. Emphasis is placed on

learning not only about these subjects but about how scientists have developed currently held theories. Students will research current issues in these areas and perform experiments that measure local conditions relating to areas under study. Honors students will be expected to perform more math and reading in the subject matter. Current events in Earth science will be also explored in greater depth.

Physical Science: This course provides a foundation for high school science by concentrating on the areas of chemistry and physics. First semester units in chemistry will include properties of matter, physical and chemical changes, atomic structure, the periodic table, bonding, and chemical reactions. Second semester units in physics will include motion, forces, simple machines, energy, heat, electricity and magnetism, and waves. An emphasis is placed on solid laboratory techniques in preparation for high school science. To develop scientific inquiry skills, a science fair project is also included in the curriculum as part of the course requirements.

Physical Science Honors: Prerequisite: Algebra Honors, Life Science Honors, and Earth Sciences Honors, or consent of instructor. This course will introduce students to the foundations of chemistry and physics in preparation for high school science. First semester units in chemistry will include properties of matter, physical and chemical changes, atomic structure, the periodic table, bonding, and chemical reactions. Second semester units in physics will include motion, forces, simple machines, energy, heat, electricity and magnetism, and waves. This is a more rigorous course than Physical Science, designed for the student who wants a greater level of challenge and is willing to accept significant responsibility for the learning process. Emphasis is placed on advanced laboratory techniques including research and numerical analysis. To develop scientific inquiry skills, a science fair project with a research component is also included in the curriculum as part of the course requirements.

Social Studies

The Social Studies Department engages its students in a learning process in which every student's ideas and participation will be valued. Students will be encouraged to be intellectually curious, seek multiple perspectives in reading and discussion, and question what they read and hear in and outside of the classroom. Critical thinking skills and relevant content pieces will be taught and supported at each level, essential to understanding a complex and constantly changing world.

Students use the content knowledge they gain in each course in order to discuss and engage academically about their local, national and global communities, in which an understanding of the past is crucial to discussing current historical conflicts, modes of decision making, and political, economic and social paradigms.

Ultimately, the school's objectives will be: to excite students about social studies and lifelong learning, to attend to students' academic needs, and to assist students in achieving their academic potential. To motivate student involvement in the school and local communities, the school promotes creative decision-making, engages students in current events and international affairs, and teaches the skills necessary to help students become active and engaged citizens. Staff members make social studies relevant and challenge their students to grasp the interdependence of diverse peoples and cultures, both past and present.

American History: American History is an investigation of the political, social, cultural, and economic history of the United States from the end of the Civil War/Reconstruction era to the present. The course is a "capstone" that builds upon the elementary school's solid foundation in early American history. Trends including industrialization and immigration, the development of the U.S. as a world power, civil rights and social movements, and life during the Cold War will be emphasized. This course introduces and develops the skills needed in all secondary social studies courses, including formulating historical

questions, identifying and analyzing primary and secondary sources, note taking, source citation and critical thinking skills.

World History I: LMSA's introductory history class follows the History Alive!, curriculum, featuring a varied approach to building a foundation of essential world history knowledge for students. Each unit of study includes the fundamentals of societies and civilizations: daily life and family structure, government and law, religious origins, beliefs and myths, writing systems, trade and economics, literature, art, architecture, geography, and conflict.

Students will develop critical thinking and writing skills through the use of art, role-playing, journaling, interviews, interactive slide-lectures, problem solving, and music. Woven into the curriculum is the introduction of note-taking styles, geography, primary and secondary sources, research methodology, analytical development of ideas and questions, teamwork, and reading, writing, and speaking for understanding. The course begins with prehistory and over the course of the school year includes study of several civilizations, ending each at approximately 1300 C.E.

World History II: This is a survey course examining the evolution from the medieval to modern world across the globe. The curriculum explores how cultural, political and technological revolutions shape societies, the environment, groups, and individuals. Although emphasis is placed on innovation and change, time is spent examining what remains static and what transcends regional and national borders. The goal is to look at how these push and pull factors work together in order to shape the global community. The course is concerned in particular with how the concept of the nation has changed everything: how we govern, how we think, how we worship, how we work, and how we wage war. Finally, social studies skills developed in WHI will be reviewed and refined in preparation for high school social studies courses. In particular, students will analyze increasingly complex primary source documents and develop their ability to respond in writing to complex historical concepts.

World History II Honors: Prerequisite: Teacher recommendation. This is a faster paced and more rigorous course than World History II, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. It is a Pre-AP course intended to prep students for AP social studies courses in high school. Topics covered will be the same as those in World History II. The honors World History II will have more frequent and longer reading assignments, and will spend more time doing independent reading and research projects.

World Languages

The World Languages Department believes that through the dedicated study of French or Spanish, our students will graduate with both a functional fluency in the language as well as a greater awareness and appreciation of other cultures. These will promote lifelong language learning, provide students with a better understanding of the global community, and help them take an active role as world citizens.

LMSA strives to develop each student's ability to attain at least an intermediate-high level of proficiency in all four language skills (reading, writing, listening, and speaking) as defined by the American Council on the Teaching of Foreign Languages (ACTFL). To further this goal, we believe in using the target language as much as possible. The classroom experience includes minimal English in order to immerse students in French or Spanish.

At LMSA, we will teach Spanish and French at all secondary grade levels. Students will be also welcome to enroll concurrently in more than one language while attending LMSA. The levels offered in each language depend on student interest. At the middle school level, two years of high school level language will be covered in three years: Level 1A, Level 1B, and Level 2.

After completing this sequence, students should be able to enter high school at the third level in their respective languages if mastery has been achieved at the middle school level. Five skills of language acquisition will be emphasized: listening, speaking, reading, writing, and culture.

The “communicative approach” to teaching languages is used, which involves creating as many opportunities for students to speak as possible. Furthermore, we will also use the immersion method of teaching a language in that if you want to learn Spanish/French, you will hear and see Spanish/French. Teachers strive to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language in this immersion environment.

Level 1A French/Spanish: This is an introductory course in which grammar, vocabulary, and culture will be intertwined together as interactive units. The emphasis is on the ability to communicate in the language in the present tense and to respect the different customs and traditions within the cultures of that language. Oral, listening, writing, and reading skills all play an integral role in this course. Classes will be conducted in the target language to further promote the development of oral and listening skills. By the end of this course, students have a solid, basic understanding of a native speaker in various situations will be able to participate in basic, daily-life type conversations.

Level 1B French/Spanish: Prerequisite: One year of formal daily instruction, or consent of instructor. This is an intermediate level course that builds on the language concepts covered in 1A. The course places emphasis on communicating in the language in the present tense, with an introduction of the preterit tense as well. Classes will be conducted in the target language to further promote the development of oral and listening skills. Customs and traditions within the cultures of the language will continue to be studied as well. By the end of this course, students should be able to have a more thorough understanding of a native speaker and be able to hold a short to moderate length conversation.

Level 2 French/Spanish: Prerequisite: Two full years of formal daily instruction, or consent of instructor. This class expands upon and improves the skills that the student has acquired in Spanish/French 10. Additionally, the class introduces new grammatical structures, tenses, and vocabulary. The class is conducted in Spanish/French and students will be expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year’s end, the student will hold general conversations, speak in a comprehensible fashion, and understand what s/he hears. The student will be able to use, in speaking and writing, the present tense, and both past tenses. The students will be able to use both the regular and irregular verbs in these tenses as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. By the end of this course, students should be able to understand a native speaker speaking in several different situations. They should also be able to participate in a more thorough conversation, begin to express their opinions, and ask others for further information. The course follows the National Standards for Foreign Language.

Middle School Electives

Visual Art

When students can exhibit and perform creative applications of knowledge, then learning has taken place. Art helps students understand themselves and the world they live in by challenging their perception of things both physical and intrinsic. The discipline of art involves teaching students how to create art utilizing various media through the visual language of the elements of art and principles of design.

Students will be strongly encouraged to take at least one year of a visual or performing arts course during middle school.

Exploratory Art: This art course focuses on developing and applying skills and techniques in the visual arts. This course serves as an introduction to the two-dimensional as well as the three dimensional thought processes and the language of visual art. Through the exploration of a variety of media, students will begin to develop personal style and learn to analyze and evaluate works of art.

Mixed Media Approaches: This course is for the student who is interested in pursuing a more in depth exploration of the principles of artistic technique and is designed to give students expanded skills and increased confidence in their ability to produce art. Proficiency in basic skills will be expected. Students will experiment in both two and three dimensional media.

Health

One semester of Health is required during middle school; students will be strongly encouraged to take this course in 7th grade. This course provides information and opportunities for mature discussion on a wide range of health topics. Health education introduces students to information that will be needed to make smart decisions throughout their lifetimes. The material presented is relevant to everyday life and takes into account the diverse physical, emotional, social, and intellectual needs of middle school students. Subjects include wellness, nutrition and diet, components of fitness, substance abuse and gateway drugs, disease awareness, personal well-being, and human sexuality.

Music

LMSA is committed to providing students with a broad base of performing opportunities at LMSA and in the community. Through experiencing choir, band, orchestra, or other musical activities, students can find personal expression and work in team-building endeavors. The benefits of performing in musical activities include:

- Fostering a sense of cooperation and participation, while not discouraging healthy competition.
- Providing a channel for students' creative impulses while developing problem solving skills through a forum that meets the needs of aural, kinesthetic and visual learning styles.
- Encouraging students to engage in performing music at ever higher levels of ability; this character building aspect requires that students develop self-discipline and motivation to master complex tasks over a long period of time. Music at LMSA is an integral part of the students' entire learning experience. LMSA believes that a thriving music program supports the LMSA philosophy of preparing well-rounded students.

General Choir: (one semester course) Prerequisite: None. This class instills a love of singing, while introducing the students to a varied repertoire of music. Students will learn about reading, notation, listening to, analyzing, and describing music, as well as about evaluating music and music performances. In addition, they will study music in relation to history and culture.

Concert Choir: (full year course) Prerequisite: General Choir or equivalent. The Concert Choir will study and perform a variety of choral repertoire including sacred, secular, folk songs and show tunes. The students will continue to develop their music reading, notating, and listening skills, with emphasis on vocal techniques in a large ensemble. Participation in concerts is required.

Our Midwest Song: (full year course) Prerequisite: Participation in this ensemble is by audition. Students will continue developing musical skills and performance of more challenging choral repertoire, drawn from classical and modern works sung both with accompaniment and a capella. Sight reading, interpretation, breath control, diction and foreign language pronunciation, blending, and ensemble skills will be stressed. Advanced students will have the opportunity to do more solo work and to serve in leadership positions within the choir. Participation in concerts is required.

General Band: (full year course) Prerequisite: None. This class is for students who will be committed to exploring a new band instrument. Band instruments will be: flute, clarinet, oboe, saxophone, French horn, trumpet, baritone, trombone, bassoon, tuba, and percussion. Students do not need any prior music experience. Students will learn about music theory, playing music in a group, music history, and musical performance. Students will play a variety of musical styles. Students will be responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Concert Band: (full year course) Prerequisite: Audition. The Concert Band will play a wide variety of sheet music. The band will develop each student's sight-reading skills. Students will play a variety of musical styles. Students will be responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Jazz Band: (full year course; may meet before, during, or after school) Prerequisite: Audition must have completed Beginning Band. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who will be enrolled in a LMSA musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required.

Advanced Jazz Band: (full year course; may meet before, during, or after school) Prerequisite: Audition; must have completed Beginning Band. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of them "homework" for this class will be listening to great jazz performers. This class is open only to those students who will be enrolled in a LMSA musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required.

Wind Symphony: (full year course) Prerequisite: Audition. This band will focus on performance goals as they develop the musical skills needed to play challenging repertoire. Music will be drawn from a variety of styles which may include: classical, jazz, Broadway, movie soundtracks, and pep band music. Practice and participation in concerts is required. Students will be responsible for renting or owning their own instrument. This group will perform pep band music at some varsity games and attendance at those games will be required.

General Orchestra: (full year course) Prerequisite: One year of string instrument study, or permission of the instructor. String players will learn the joy of performing in an orchestral ensemble, with an emphasis on co-operation and participation. Goals will focus on improving music reading skills, learning methods to acquire quality technique, and preparing for public performance. Weekly practice and concert participation is required. Private lessons will be strongly recommended but not required. All students will be responsible for acquisition and maintenance of their own string instrument.

Theater

LMSA strives to provide a comprehensive introduction to the various dramatic arts as well as production techniques and processes. High school level theatre classes will emphasize acting and technical technique, college level aesthetic analysis, and producing a variety of plays for the stage. Students will be encouraged to participate in all areas of production, including an array of backstage opportunities. They will become familiar with job hierarchy and the multitude of positions in a professional theater organization. Students will leave LMSA with an understanding of the academic theatre world, what it means to be a theatre artist, and the wide variety of theatre opportunities that will be available.

Students will be strongly encouraged to take at least one semester of a visual or performing arts course during middle school. This interdisciplinary course introduces and explores the structure, elements and concepts of theatre as an art form. Depending on the term, studies will focus on different eras and genres

of theatre, from classical to contemporary. Students learn about theatre through historical context, literary and theatrical convention, and real life connections. They explore the art of theatre through acting, ensemble building, design and directing opportunities, and performance for peer and/or K-8 audiences.

Physical Education

Students will be strongly encouraged to take at least one year of Physical Education (P.E.) during middle school. The Physical Education Department fosters a love of physical activity and play in order to develop a life-long pursuit of physical fitness. LMSA focuses on the development of fair play, cooperation, and self-esteem, with an emphasis on skill development, knowledge, and practice. LMSA Staff will develop new strategies for teaching, provide feedback, and support one another. Teachers within will encourage and promote a positive environment where students will be safe, will be empowered to take risks, and will be successful. This class consists of a variety of sports and games as well as a fitness component that focuses on the development of skills with the emphasis on fun and competitive play. Some examples of sports and activities will be flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. There will also be an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

Technology

LMSA Tech: This course is currently offered to 6th, 7th and 8th grade students. This one-year class provides a general introduction to computer and information technology. Subjects include computer architecture, the Internet, and introduction to computer software and programming, ergonomic issues, human – computer interfaces, databases, and computer networks.

LMSA HIGH SCHOOL CURRICULUM 9th – 12th Grade

Based on the entrance requirements of top universities, LMSA has outlined a comprehensive set of college preparatory courses. The recommended pathways will be indicated through the prerequisite courses; however, LMSA remains true to its mission to challenge students at a level appropriate to each individual. Changes from the recommended pathways occur through the LMSA level or instructor consent.

Classes that will be 10 credits meet every day for a full year; classes that will be 5 credits meet every day for one semester, or every other day for a year. In the future LMSA will continue to add courses based on student and faculty interest. Certain classes may be offered only one term per year or may be offered every other year depending on demand. Note: LMSA reserves the right to cancel classes due to insufficient enrollment.

English

LMSA challenges students to strive for mastery in all areas of Language Arts in order to become excellent scholars. LMSA promotes effective expression, critical thinking, and lifelong learning. LMSA is committed to fostering a passion for literature and love of reading and writing for every student. The texts taught in English classrooms will be chosen based on literary merits, importance in a college preparatory curriculum, and character education themes. English classrooms will be nurturing environments where students of all abilities feel safe to take risks and challenge themselves.

LMSA offers a literature-based curriculum that exposes students to many of the major works in the English literary canon. Chosen texts reflect variety in genre (novels, plays, etc.) and variety in authors (gender, race, era, etc.) while at the same time providing thematic coherence to a given course. Each

course focuses on responding to and analyzing written works orally and in writing, with emphasis on the writing of essays and other full-length products. In addition, LMSA spirals grammar study throughout each level, with topics introduced or re-taught as necessary.

☐English: World Literature: 10 credits. No prerequisite. This survey literature course introduces students to close and critical reading and responding (orally and in well-crafted writing) to significant works (novels, short stories, essays, plays, and poetry) by a variety of authors from different times and places in history. Students will be introduced to literary analysis and will be given many opportunities to discuss literature and apply writing skills to the development and refinement of literary arguments.

☐English: British Literature: 10 credits. Prerequisite: World Lit or World Lit Honors. This survey literature course will provide students with a thorough knowledge of major British novelists, poets, and playwrights from the Anglo-Saxon era to the 20th century. Students will respond to literature in a variety of written forms and oral forms, refining analytical abilities. Close readings, literary research and oral presentations will consider not just text but also the author, social climate and historical factors.

☐English: British Literature Honors: 10 credits. Weighted. Prerequisite: World Lit or World Lit Honors and teacher recommendation. This is a faster paced and more rigorous course than British Literature, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Topics covered will be the same as those in British Literature.

☐English: American Literature: 10 credits. Prerequisite: British Lit or British Lit Honors. This survey literature course will provide students with a thorough knowledge of major American literary works, considering extra-textual factors in analysis. Students will engage in close critical reading and responding orally and in well-crafted writing to significant works, e.g. novels, short stories, essays, speeches, plays, and poetry, from major American authors from a variety of regions and eras. In addition to essays, critical discussions and oral presentations, students will complete literary research projects.

☐English: Senior Literature and Composition: 10 credits. Prerequisite: American Lit. This course preps students for the rigors of college-level work and real-world writing, focusing on literary analysis, composition, and rhetoric. Students will engage in close critical reading and analysis of novels, short stories, poetry, critical articles, classic essays, and contemporary commentary. Students will respond to literature in a variety of written forms, including a culminating project on a literary topic. They will also hone skills with other writing forms, such as the college/scholarship personal essay, persuasive letters, and critical essays.

Mathematics

Mathematics not only facilitates logical thinking but is also used to describe and analyze our world. At LMSA, our math classes teach students to value mathematics as a discipline unto itself, to make connections between mathematics and other disciplines, and to examine the applications of mathematics in our world. We balance the development of formal mathematical algorithms with critical reasoning and investigating mathematical properties and ideas. We expect students to think through the mathematics behind formal skills rather than simply following set procedures. Through practice, students become proficient with their formal skills and develop strategies for thinking critically.

☐Math: Algebra 1: 10 credits. Prerequisite: Pre-Algebra. In this course, students will cover operations with integers, expressions, order of operations, exponents, scientific notation, properties and axioms, solving of one-step and multi-step equations, quadratic equations and the quadratic formula, polynomials, graphing, and probability. NOTE: After this course, students will be ready to continue their work in Algebra 2 but will not have enough background to take Algebra 2/Trigonometry Honors without additional independent work.

□Math: Algebra 1 Honors: 10 credits. Weighted. Prerequisite: Pre-Algebra Honors. Algebra 1 Honors is designed for the student who needs little to no review of solving multi-step equations or order of operations. This fast-paced course covers polynomials and factoring with symbol manipulation, quadratic equations, their graphs, and complex numbers, linear equations and systems, radicals, rational expressions and equations, functions, trigonometry, and an emphasis on word problems.

□Math: Geometry: 10 credits. Prerequisite: Algebra 1. In this course, students will study Euclidean geometry combined with an Algebra review of linear and quadratic equations and systems and polar coordinates. Topics will include properties and theorems of points, lines, rays, polygons, circles, planes, congruence, parallelism, perpendicularity, and similarity. Further investigation will follow into calculation of volume, area, and perimeter of plane and solid geometric figures, basic trigonometry, Pythagorean theorem, coordinate geometry, and introductory methods of proof.

□Math: Proof Geometry Honors: 10 credits. Weighted. Prerequisites: Algebra 1 Honors and teacher recommendation. Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of area/perimeter/volume, and the Pythagorean theorem along with other theorem work.

□Math: Algebra II / Trigonometry: 10 credits. Prerequisite: Algebra 1. Students will continue with the study of Algebra I through more complex topics like factoring, linear systems, rational and radical expressions and equations, rational and irrational numbers, inequalities, and specific families and the vocabulary of functions, i.e. quadratic, exponential, and logarithmic, and word problems associated with those functions.

□Math: Algebra II / Trigonometry Honors: 10 credits. Weighted. Prerequisites: Algebra 1 Honors, Proof Geometry Honors, and consent of instructor. This fast-paced course is intended for math students who need little to no Algebra I review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics include: function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, the unit circle, and the law of sines and cosines.

□Math: Pre-Calculus: 10 Credits. Prerequisite: Algebra II. This course includes the study of polynomial functions, equations, rational functions, matrix algebra, logarithm and exponential functions, conic sections, and the three dimensional coordinate system. It also includes the study of circular functions, special angles, graphs, identities, inverse trigonometry functions, solutions of right and oblique triangles, and polar coordinate systems and their applications.

□Math: Pre-Calculus Honors: 10 credits. Weighted. Prerequisite: Algebra II Honors. Students will take this course as direct preparation for the AP Calculus BC course next year. Topics will include function work with composition and inverses, extensive graphical analysis of functions' maxima, minima, bounds, zeros, intercepts, asymptotes, end behavior, transformations, polynomial functions, matrix algebra, conic sections, the three dimensional coordinate system, vectors and their applications, circular functions,

trigonometric graphs and their amplitude, period, frequency, phase shift, parametric equations, and the polar coordinate system.

□Math: Discrete Math and Math Applications: 10 credits. Prerequisite: Algebra II/Trigonometry. There is no escaping the importance of mathematics in the modern world. However, for many students, the importance of mathematics lies not in its abstract ideas, but in its application to personal and social issues. This course is designed with such practical considerations in mind.

The three specific purposes of the course will be:

- 1) To prepare the student for the mathematics he or she will encounter in other college courses, particularly core courses in social and natural sciences.
- 2) To develop the student's ability to reason with quantitative information in order to help the students achieve success in his or her career.
- 3) To provide the student with the critical thinking and quantitative reasoning skills needed to understand major issues in life.

The course is primarily designed for those will be not planning to major in a field that requires advanced mathematical skills, particularly anyone who has felt anxiety or fear about mathematics. Hopefully, the student will discover that mathematics is much more important and relevant to an individual's life than he or she would have previously guessed. Upon completion of the course, the student should be prepared to understand more quantitative issues they encounter.

□Math: Advanced Placement Statistics: 10 Credits. Weighted. Prerequisite: Algebra II Honors and teacher recommendation. This course is designed to be equivalent to an introductory, non-calculus based college course in statistics. This course prepares students to take the AP Statistics exam in the spring. The purpose of this course is to introduce students to the major concepts and tools for data collection, data analysis, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability and simulation), and statistical inference (confirming models). This course also includes instruction in formal logic.

Science and Technology

The LMSA Science Department seeks to create excitement for, and excellence in, the pursuit of knowledge and understanding of the natural world. Students will be asked to approach scientific problems both critically and creatively, while developing a fundamental understanding of science as a thought process and applying those skills to real world situations in all disciplines. Specifically, students will be encouraged to develop their abilities to interpret current events, both scientific and otherwise, using inquiry and logic-based thought.

Many of LMSA's courses will be heavily lab-based, promoting the philosophy that the acquisition of scientific understanding is best derived from experimentation and not simply the memorization of facts. Students will be actively encouraged to explore their interests above and beyond the scope of the classes with full faculty support.

Science is a constantly evolving discipline and, consequently, the science faculty is dedicated to achieving and maintaining the highest level of scientific expertise, with a current knowledge of today's struggles and breakthroughs in the sciences. In addition to providing challenging honors and AP science classes, the science department is dedicated to helping students broaden their skills and breadth of knowledge by offering challenging electives and individual research opportunities. The ultimate goal of LMSA is to create in the students a long-term love of learning and a methodology to use in interpreting and understanding the world around them—abilities to last and serve a lifetime.

Science and technology go hand-in-hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, LMSA expects each of its graduates to have facility with and an understanding of technology and its role in modern society.

□ Science: Biology 1: 10 credits. In this introduction to the science of biology, students will explore ecology, biochemistry, cellular structure and function, energy transfer in cells, information transfer in cells, cell division, heredity, molecular genetics, biotechnology, and evolution. Laboratory exercises will introduce and reinforce safe and correct laboratory technique, use of technology, research documentation, and reporting. Throughout each unit student's inquiry skills will be developed and refined. Opportunities to develop a deeper understanding of the nature of science and its application within society will be also an essential component of the course.

□ Science: Biology 1 Honors: 10 credits. Weighted. This course is designed for the student wishing to accelerate in the field of biology. The course explores ecology, biochemistry, cellular structure and function, energy transfer in cells, information transfer in cells, cell division, heredity, molecular genetics, biotechnology, and evolution. Laboratory exercises will introduce and reinforce safe and correct laboratory technique, use of technology, research documentation, and reporting. Throughout each unit student's inquiry skills will be developed and refined. Opportunities to develop a deeper understanding of the nature of science and its application within society will be also an essential component of the course. This is a more rigorous course than Biology, designed for the student who wants a greater level of challenge and is willing to accept significant responsibility for the learning process.

□ Science: Chemistry 1: 10 credits. Prerequisites: Biology or Biology Honors; Algebra 1 or Algebra 1 Honors. Students will explore the structure of matter; understand chemical and physical changes; write and balance chemical equations; make calculations related to chemical reactions; understand the structure and use of the periodic table; use the periodic table to compare, contrast and predict chemical interactions; describe the role of energy during chemical reactions; understand and use safe laboratory work habits; and learn to conduct, document, and report laboratory results.

□ Science: Physics 1: 10 credits. Prerequisites: Biology or Biology Honors and Chemistry 1. Co-requisite: Algebra II/Trig. The purpose of this course is to prepare students to be critical thinkers in society and have a foundational understanding of physical principles. Students will see the world in a whole new light as they explore the world around them using the tools of physics.

□ Science: Anatomy and Physiology Honors: 10 credits. Weighted. Prerequisites: Biology or Biology Honors and Chemistry 1 or Chemistry 1 Honors. This is a full-year course in anatomy and physiology, with laboratory dissections playing a key role in the curriculum. The course is designed for those students who want a depth of understanding in the structure and function of the human body. The course explores language and organization of the human body, homeostasis, bones, muscles, joints, nutrition & metabolism, the cardiovascular system, the respiratory system, the digestive system, the urinary system, special senses, and an introduction to the brain and psychology. This course is appropriate for students who will be considering a health sciences career.

□ Science: Environmental Science: 10 credits. Prerequisites: Biology or Biology Honors and Chemistry 1. This class provides an in-depth look at the field of environmental science. Topics include ecology, population biology, meteorology, water and air pollution, global climate change, renewable and nonrenewable sources of energy, and environmental economics and policy.

The course is offered to juniors and seniors who have taken both biology and chemistry and will be interested in environmental science. The class will be centered around project-based units and Activities.

☐ Science: Advanced Placement Biology: 10 credits. Weighted. Prerequisites: Biology or Biology Honors, Chemistry 1 and teacher recommendation. This is a full-year course in general biology as commonly offered to college freshmen. The course prepares students to take the AP Biology exam in the spring. Students will explore molecules, cells, heredity, evolution, organisms, and populations. The themes of science as a process, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, & society will be woven throughout the course.

☐ Science: Science Research Seminar Honors: 10 credits. Prerequisite: Students must be seniors and have department chair recommendation. LMSA offers this class for seniors interested in research in science. The purpose of this class is to provide an opportunity for students to pursue independent scientific research. Students will experience several months of working in a lab or science facility with science or technology mentors who provide guidance and supervision as the student pursues his/her research. Students prepare a research project for the School Science Fair.

Typically, students spend approximately 10 hours/week at their internship location, working on their research. The amount of time that the mentors spend with the student varies depending on the nature of the project. During the initial interview, the student, mentor and classroom teacher clearly define what each person is able to contribute during the year. The course requires that a student be able to transport themselves to and from their internship location and be available to work with their mentors directly afterschool a minimum of 3 days a week throughout the entire school year.

Social Studies

The Social Studies Department engages its students in a learning process in which every student's ideas and participation will be valued. Students will be encouraged to be intellectually curious, seek multiple perspectives in reading and discussion, and question what they read and hear in and outside of their classroom. Critical thinking skills and relevant content pieces will be taught and supported at each level, essential to understanding a complex and constantly changing world. Students use the content knowledge they gain in each course in order to discuss and engage academically about their local, national and global communities, in which an understanding of the past is crucial to discussing current historical conflicts, modes of decision making, and political, economic and social paradigms. Ultimately, LMSA's objectives will be: to excite students about social studies and lifelong learning, to attend to students' academic needs, and to assist students in achieving their academic potential.

To motivate student involvement in the school and local communities, LMSA promotes creative decision-making, engages students in current events and international affairs, and teaches them skills necessary to help students become active and engaged citizens. Department members make social studies relevant and challenge their students to grasp the interdependence of diverse peoples and cultures, both past and present.

☐ Geography: Human Geography: 10 credits. Students explore the ways in which humans interact with and modify their physical environments. Students study population and demographics, human migration, culture, political geography and conflict, and environmental issues. In connection with the geography content, students will also learn and apply basic concepts of microeconomics.

☐ Civics: United States Government: 10 credits. Prerequisites: Human Geography. United States

Government in a year-long inquiry based course normally taken during a student's sophomore year. Students will engage in a variety of projects, writing assignments, discussions, simulations, and thesis driven research as they explore the concepts and responsibilities of government and citizenship. Beginning with the founding of the United States and the Constitution students will learn how to critically analyze and understand diverse perspectives as well as formulate through writing and oral presentation their own thoughts and conclusions about the transformation of policies from the late 18th century to the present.

□History: Advanced Placement United States History: 10 credits. Weighted. Prerequisites: Human Geography, United States Government and teacher recommendation. AP United States History is a detailed inquiry course that explores America's past and present while engaging students in frequent debate, detailed research and writing projects, analysis of landmark events, and discussion of how U.S. policies impact the international arena. Similar to U.S. History, AP U.S. History integrates concepts in geography, economics, politics, social science, current events and international affairs into a rigorous curriculum that prepare students to take the AP United States History exam in the spring. In preparation for the AP exam, students construct responses to document-based and free response questions, while also conducting independent and original research. Students in this course will be expected to take the AP United States History exam.

□History: World Religions: 5 credits. World Religions will immerse students in an intensive, semester long exploration of the beliefs, practices, and history of religions around the world. Topics covered will include Hinduism, Buddhism, Islam, Christianity, Judaism, Jainism, Sikhism, Sufism, Shinto, Confucianism, Taoism, and indigenous religions around the world.

□History: Roots of Contemporary Conflict: 5 credits. This seminar course is designed to be a one semester social studies elective for seniors. This interdisciplinary course will draw on the best practices of international relations, historical inquiry and conflict and peace studies. The course is designed to allow students to research the historical causes of current conflicts and propose possible solutions to them.

Students will use both the case study model utilized in international relations courses and the theoretical approach of conflict and peace studies courses to analyze the causes of seemingly intractable conflicts such as the Israeli-Palestinian conflict, Northern Ireland, Democratic Republic of the Congo and the Kashmir conflict. At the end of each unit of research, students will participate in negotiation simulations to enhance both their understanding of the perspectives of all participants as well as the difficulties which must be overcome in negotiations. The culminating assessment of the semester will be individual research paper and presentation on a conflict of the student's choosing.

□History: Advanced Placement World History: 10 credits. Weighted. Prerequisites: Human Geography, United States Government, US History and teacher recommendation. AP World History is a rigorous, year-long inquiry course that explores in-depth the development of human civilizations from prehistory to the post-Cold War era in Africa, Asia, Europe, and the Americas. This course prepare students to take the AP World History exam in the spring. Frequent essay writing and research projects will prepare the student for the three essay topics (document-based, change over time, and comparative) on the exam.

World Languages

The World Languages Department believes that through the dedicated study of French or Spanish, our students will graduate with both a functional fluency in the language as well as a greater awareness and appreciation of other cultures. These will promote lifelong language learning, provide students with a better understanding of the global community, and help them take an active role as world citizens.

LMSA strives to develop each student's ability to attain at least an intermediate-high level of proficiency in all four language skills (reading, writing, listening, and speaking) as defined by the American Council on the Teaching of Foreign Languages (ACTFL). To further this goal, we believe in using the target language as much as possible. The classroom experience includes minimal English in order to immerse students in French or Spanish.

□ Spanish 10 / French 10: 10 credits. No prerequisite. This class introduces students to the basic grammar and vocabulary needed to speak rudimentary Spanish/French in the present tense. Students will acquire knowledge of these components: listening, speaking, reading, writing and culture. The class is conducted primarily in the target language, with some concept explanations in English. Students will communicate with the teacher and with one another in the target language through oral exercises in the text, paired, and group communicative exercises and daily conversation. Throughout the course of the year, students will move from set phrases to more spontaneous use of the language.

Topics covered include conversational phrases related to introductions and small talk, descriptions of people and things, family, professions, shopping, and eating in a restaurant. Students' vocabularies will also be expanded to include a variety of topics such as foods, animals, clothing, sports and recreational activities, and rooms and furniture in the house. By the end of this course, students have a solid basic understanding of a native speaker and will be able to participate in basic, daily-life type conversations. The course follows the National Standards for Foreign Language.

□ Spanish 20 / French 20: 10 credits. Prerequisite: Spanish/French 10. This class expands upon and improves the skills that the student has acquired in Spanish/French 10. Additionally, the class introduces new grammatical structures, tenses, and vocabulary. The class is conducted in Spanish/French and students will be expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year's end, the student will hold general conversations, speak in a comprehensible fashion, and understand what s/he hears. The student will be able to use, in speaking and writing, the present tense, and both past tenses. The students will be able to use both the regular and irregular verbs in these tenses as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. By the end of this course, students should be able to understand a native speaker speaking in several different situations. They should also be able to participate in a more thorough conversation, begin to express their opinions, and ask others for further information. The course follows the National Standards for Foreign Language.

□ Spanish 30 / French 30: 10 credits. Prerequisite: Spanish/French 20. Spanish/French 30 is the third course needed to fulfill the LMSA foreign language graduation requirement. The content of the previous courses is reviewed and expanded to complete the first cycle of basic grammar, vocabulary, and culture. Content coverage occurs in greater detail and with rising expectations for performance. The class is conducted in Spanish/French, and students will be expected to interact in Spanish/French.

Major goals for this course will be oral communication and vocabulary acquisition. Students read for information rather than purely for skill development. Composition work increases in frequency and length with greater emphasis on grammatical accuracy. French/Spanish grammar content is presumed to be mostly in place, although accuracy levels will vary. Present subjunctive is presented for the first time in the second semester. Commands, present perfect, past perfect, past (preterit), imperfect, future, and conditional verb tenses will be (re)introduced and frequently reviewed. Although other aspects of grammar will be also reviewed, control of verb tenses is a major objective for the year. The course follows the National Standards for Foreign Language. Furthermore, level-appropriate materials (films, literature, etc.) will be used in this course. Classroom activities will stress the oral production of language

through extended conversations and discussion of texts, culture, and grammar concepts studied. Students will nearly complete their study of the finer points of grammar in the language, and materials of a mature and sophisticated nature (films, literature, etc.) will be used.

Visual and Performing Arts

Visual Arts

The ability to think aesthetically, applied across the board, can make a substantial difference in the quality of life. That is why the arts will be not the domain of the privileged, the rich, or the talented but belong to us all. - Charles Fowler, Great Arts, Great Schools, 1996.

When students can exhibit and perform creative applications of knowledge, then learning has taken place. Art is a discipline that teaches students to see by training their eyes. Art also helps students understand different cultures throughout history and enables them to express themselves and their own culture. The discipline of art involves teaching students how to create art using materials and principles of art as well as art history and art criticism.

□ Art 10: Foundations in Art: 5 credits. No prerequisite. This beginning drawing, painting and design course emphasizes artistic expression and techniques for students. Students will express their ideas by using art as a form of communication. The course serves as an introduction to the two-dimensional and three-dimensional thought processes through the understanding and application of the Elements and Principles of Design. A wide range of mediums will be used in this course including, but not limited to, value pencils, charcoal, ink, cut, torn paper & found objects, water color, pastels, color pencils, and clay. The course requires weekly sketchbook assignments related to a variety of aspects of each unit of study. Students will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.

□ Art 20: Studio Practices: 5 credits. Prerequisite: Art 10, Foundations in Art. Art 20 students will experiment with a variety of media to create visual art during the semester long course. The elements of art, (line, shape, space, color, value, texture, and form) will be studied in two dimensional and three dimensional work. Students will begin to apply the principles of design, (rhythm, movement, balance, proportion, variety, emphasis, and unity) in their art expression. The development and application of artistic techniques and skills will be emphasized. Students will express their ideas by using art as a form of communication. A wide range of mediums will be used in this course including, but not limited to, value pencils, charcoal, ink, cut, torn paper & found objects, water color, pastels, color pencils, and clay. The course requires weekly sketchbook assignments related to a variety of aspects of each unit of study. Students will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.

□ Art 30: Media & Voice in Art: 10 credits. Prerequisite: Prerequisite: Art 10, Foundations in Art and Art 20, Studio Practices or portfolio review with Art 30 teacher recommendation. This vigorous studio art course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two dimensional surface and three dimensional space. The elements of design will be like a palette of possibilities that artists use to express themselves. The principles of design help guide artist in making decisions about how to organize the elements on a picture plane in order to communicate content. In order to think critically about visual design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of visual terms and visual analysis. Through structured studio experiences, students will learn the intrinsic qualities of various media

and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work.

□ Art: Digital Art & Photography I: 5 credits. Prerequisite: None. Digital Art and Photography I is an exciting, fast paced course designed to expose students to a variety of digital art and photography projects. These projects will examine the following topics and much more: the history of photography, elements of art, photomontage, digital animation, self-portraiture, ephemeral art, and night photography. Some instruction may be given on an individual basis with the student's particular art or career goals in mind.

Moreover, students will be expected to write about and talk about their art making on a regular basis. At the end of this course students will reflect on their art making by creating a portfolio with their art.

Art: Introduction to Film Study: 5 credits. The purpose of this course is to encourage students to become educated viewers of film and media. Class study and discussions will focus on the "masters" of film, incorporating a use of common literary and film vocabulary. As a class, students will screen films and complete homework assignments, incorporating the use of terms, genres, and overall themes of past class discussions. Furthermore, students will directly use these techniques working in teams to compose, create, and edit four short pieces, depending on how many cameras will be available to students. Each piece will be work-shopped with the entire class for feedback, and necessary changes will be made to the overall final piece. Furthermore, students will present a close "reading" of a segment of film as a final project for the semester utilizing all aspects of film studied throughout the semester, including a "case study" of the director and his or her possible intentions.

Music

The Music Department is committed to providing students with a broad base of performing opportunities at LMSA and in the community. Through experiencing choir, band, orchestra, or other musical activities, students can find personal expression and work in team-building endeavors. The benefits of performing in musical activities include:

- Fostering a sense of cooperation and participation, while not discouraging healthy competition.
- Providing a channel for students' creative impulses while developing problem solving skills through a forum that meets the needs of aural, kinesthetic and visual learning styles.
- Encouraging students to engage in performing music at ever higher levels of ability; this character building aspect requires that students develop self-discipline and motivation to master complex tasks over a long period of time. Music at LMSA is an integral part of the students' entire learning experience. LMSA believes that a thriving music program supports the LMSA philosophy of preparing well-rounded students.

□ Music: General Choir: 5 credits. No prerequisite. This class instills a love of singing, while introducing the students to a varied repertoire of music. Students will learn about reading, notation, listening to, analyzing, and describing music, as well as about evaluating music and music performances. In addition, they will study music in relation to history and culture.

□ Music: Concert Choir: 10 credits. No prerequisite. The Concert Choir will study and perform a variety of choral repertoire including sacred, secular, folk songs, and show tunes. The students will develop their music reading, notating, and listening skills, with emphasis on vocal techniques in a large ensemble. Participation in concerts is required.

☐ Music: Hoosier Pride (Select Choir): 10 credits. Prerequisite: Enrollment is by audition only. Students will continue developing musical skills and performance of more challenging choral repertoire, drawn from classical and modern works sung both with accompaniment and a capella. Sight reading, interpretation, breath control, diction and foreign language pronunciation, blending, and ensemble skills will be stressed. Advanced students will have the opportunity to do more solo work and to serve in leadership positions within the choir. Participation in concerts is required.

☐ Music: Chamber Choir: 5 credits. Prerequisite: Enrollment is by audition only. Students must be concurrently enrolled in a LMSA music ensemble. This class may meet before, during, or after school. This smaller ensemble will study and perform challenging classical and modern works. Rehearsals will focus on continuing to develop strong choral technique, with emphasis on breath control, blending within a small ensemble, and sight reading. The Chamber Choir will be selected based on auditions held each spring. Participation in concerts is required.

☐ Music: General Band: 10 Credits. No prerequisite. This class is for students who will be committed to exploring a new band instrument. Band instruments will be: flute, clarinet, oboe, saxophone, French horn, trumpet, baritone, trombone, bassoon, tuba, and percussion. No prior music experience is necessary. Students will learn about music theory, playing music in a group, music history, and musical performance. Students will play a variety of musical styles. Students will be responsible for renting or owning their own instrument. Practice and participation in concerts is required.

☐ Music: Concert Band: 10 credits. Prerequisite: Enrollment is by audition only. The concert band will play a wide variety of sheet music. The band will develop each student's sight-reading skills. Students will play a variety of musical styles. Students will be responsible for renting or owning their own instrument. Practice and participation in concerts is required.

☐ Music: Wind Symphony: 10 credits. Prerequisite: Enrollment is by audition only. This band will focus on performance goals as they develop the musical skills needed to play challenging repertoire. Music will be drawn from a variety of styles which may include: classical, jazz, Broadway, movie soundtracks, and pep band music. Students will be responsible for renting or owning their own instrument. This group will perform pep band music at some varsity games and attendance at those games will be required. Practice and participation in concerts is required.

☐ Music: Jazz Band: 5 credits. Prerequisite: Enrollment is by audition only. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who will be enrolled in a LMSA musical ensemble, with the exception of those who play the piano or guitar. This class may meet before, during, or after school. Performance in concerts is required.

☐ Music: Advanced Jazz Band: 5 credits. Prerequisite: Enrollment is by audition only. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who will be enrolled in a LMSA musical ensemble, with the exception of those who play the piano or guitar. This class may meet before, during, or after school. Performance in concerts is required.

☐ Music: General Orchestra: 10 Credits. Prerequisite: One year of string instrument study, or permission of the instructor. String players will learn the joy of performing in an orchestral ensemble, with an emphasis on co-operation and participation. Goals will focus on improving music reading skills, learning methods to acquire quality technique, and preparing for public performance. All students will be

responsible for acquisition and maintenance of their own string instrument. Weekly practice and concert participation is required. Private lessons will be strongly recommended but not required.

Theater

The Theatre Department strives to provide a comprehensive introduction to the various dramatic arts as well as production techniques and processes. High school level theatre classes will emphasize acting and technical technique, college level aesthetic analysis, and producing a variety of plays for the stage. Students will be encouraged to participate in all areas of production, including an array of backstage opportunities. They will become familiar with job hierarchy and the multitude of positions in a professional theater organization. Students will leave LMSA with an understanding of the academic theatre world, what it means to be a theatre artist, and the wide variety of theatre opportunities that will be available.

□Theater: Introduction to Theater and Performance: 5 credits. No prerequisite. This course introduces students to the art of theater. It explores different styles, genres and levels of production. Students will learn the basic structure of the professional theatre organization, explore historical movements and connections in the art form, and develop basic skills for technical theatre and acting. During the class, students will develop knowledge of theatre conventions and vocabulary, preparing them for additional course work including Acting I and Production. They will leave the class with all performing arts with an aesthetic awareness and appreciation of the performing arts. This course may be repeated for credit.

□Theater: Theater – Acting I: 5 credits. Prerequisite: Intro to Theater. The actor is the channel for truth in a play and must possess the skill to comprehend the world that the playwright creates and communicate it as a character. Students will perform challenging scenes and monologues to explore self, body, voice – and their unity. Instruction will focus on script and character analysis, relationships, behavior/motivation, movement, vocals, sub-text, and beats. Various techniques, including improvisation and incorporating group and solo performance, will be utilized to enhance creative expression and interpretation. We will discuss historical movements in acting, as well as major contributors to contemporary technique. Students will learn to evaluate their own and peer acting technique to improve their performance skills. Texts may vary from year to year and will include selections from both modern and classic dramatic literature. The students will leave the class prepared to move on to advanced instruction within the theatre department, as well as instruction and participation at the college or community level.

□Theater: Theater – Acting II: 5 credits. Prerequisite: Acting I. This class expands upon acting techniques studied in the Acting I class. Actors must be able to extend outward from the self, to take risks, both imaginatively and physically, and be responsive and open to those with whom they work and collaborate. Students will perform more challenging monologues and scenes that build their range as actors. They will learn to make informed choices about the creative work they will be attempting. Students will evaluate themselves and their peers to improve acting techniques and aesthetic values. The class will cover careers in professional, academic and community theatre. In addition, the class will prepare students for the audition process on all levels. Students will leave the class equipped to enter a college program with vision and perspective. Texts may vary from year to year and will include selections from both modern and classic dramatic literature.

□Theater: Theater Production: 5 credits. Prerequisite: Intro to Theater and Performance and consent of instructor and/or audition. This class rehearses and produces a main-stage production culminating in public performances. Students employ text and character analysis, rehearsal techniques, and independent research to bring the playwright's story to life. Students will be expected to demonstrate proper theater/rehearsal etiquette and vocabulary, the ability to collaborate within the ensemble and production team, and dedication to the project. To earn credit for participation, students must attend all

after-school rehearsals and work extra hours during the week prior to the production. Students may participate in both acting and technical aspects of the production, and will be expected to contribute minimally through participation in work days, build/load-in, tech week, and strike. This course may be repeated for credit. Community service hours will be offered to roles that do not require full time participation; crew, walk on roles, etc.

Health & Wellness

Health Education introduces students to information necessary to make smart decisions throughout their lifetime. The material presented is relevant to everyday life and takes into account the diverse physical, emotional, social, and intellectual needs of high school students. Subjects include wellness, mental and emotional health, nutrition, substance use/abuse and gateway drugs, disease awareness, personal wellbeing, and sexual education.

☐ Health & Wellness 10: 5 credits. No prerequisite. This course will focus on providing students with the knowledge, skills, and behaviors associated with living a healthy lifestyle and promoting optimal wellness. Decision making, stress management, relationships, nutrition, drug and alcohol use or abuse, personal safety, human sexuality, and community resources will be presented.

Physical Education

LMSA fosters a love of physical activity and play in order to develop a lifelong pursuit of physical fitness. LMSA focuses on the development of fair play, cooperation, and self-esteem, with an emphasis on skill development, knowledge, and practice. LMSA staff members share new strategies for teaching, provide feedback, and support one another. Teachers will encourage and promote a positive environment where students will be safe, will be empowered to take risks, and will be successful. This class consists of a variety of sports and games as well as a fitness component that focuses on the development of skills with the emphasis on fun and competitive play. Some examples of sports and activities will be flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. There will also be an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

Future P.E. offerings, dependent on student interest and facilities available, may include specialized sports.

☐ PE: Physical Education: 5 credits. This class consists of a variety of sports and games as well as a fitness component that focuses on being competitive and participating at a level of intensity that is greater than the non-competitive P.E. class. Some examples of sports and activities will be flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. The course incorporates an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

Technology

Science and technology go hand-in-hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, LMSA expects each of its graduates to have facility with and an understanding of technology and its role in modern society.

☐ Technology: Research and Information Technology: 5 credits. No prerequisite. LMSA students must successfully complete this course or pass a practical examination to demonstrate competence in the use of information sources and technology. This one-semester class provides a general introduction to computer and information technology. Subjects include computer architecture, the Internet, an introduction to

computer shall be and programming, ergonomic issues, human - computer interfaces, databases, and computer networks.

□Technology: Introduction to Web Programming: 5 credits. Prerequisite: Research & Information Technology, a successful Research & Info Tech 'Opt Out' exam, or teacher recommendation. Students learn how to create and publish dynamic web pages to interactively present information via the World Wide Web. A variety of tools will be used to teach students the mechanics of HTML, CSS and JavaScript.

Using HTML and CSS, students will construct static web pages to present documents. Using the JavaScript programming language, students will learn the fundamentals of computer programming and write a series of programs to allow sophisticated interaction with users of their web pages. Students will also get exposure to other, compiled programming languages such as Java. The final project for this class is a complete computer game or other interactive web environment written by the student.

□Technology: Advanced Web Programming: 5 credits. Prerequisite: Algebra I and Intro to Web Programming, or teacher recommendation. Students receive a solid grounding in the fundamentals of computer programming and shall be engineering through the use of the web-based programming language php. Topics include object-oriented shall be design, algorithms, user interface design, the client/server model, security, database management, debugging techniques, and software testing. Students design, build, and test increasingly complex programs by completing weekly programming and design exercises in php, addressing real-world scenarios such as content management systems. The final project for this class is the construction of a web-based computer forum or other interactive database-driven project. Programs will be constructed in a manner consistent with good software development practice and modern design techniques.

□Technology: Advanced Placement Computer Science: 10 credits. Weighted. Prerequisites: Advanced Web Programming and Algebra II/Trig. The emphasis of this course is on the organization of information; the implementation and comparison of common data structures such as lists, stacks, queues, trees, and graphs; and techniques of data abstraction, including encapsulation and inheritance. Students also explore recursion and the close relationship between data structures and algorithms. Hands-on programming is a central component of this course. The course includes numerous labs during normal class time. Outside programming assignments continue the focus on the design, implementation, and testing of object-oriented programs. At the conclusion of this course, students will understand common data structures and algorithms and be able to apply that understanding to implementing new data abstractions and using existing library components. Students will also be stronger programmers and feel comfortable programming in Java. Students in this course will be expected to take the AP Computer Science exam.

General Electives

The elective courses listed in this section do not fulfill specific LMSA course requirements. However, these courses may be taken to earn general elective credits, as noted.

Lawrence McFarrin School of the Arts, Inc.

Academic and Exit Standards

LMSA Elementary Academic and Exit Standards

Grades K-2

Students will be proficient in all Grade 2 Indiana Core Standards for English Language Arts and Mathematics

Students will be proficient in curriculum grade level standards as determined by classwork, homework, and assessments

They will show literacy mastery based on all of the five elements of Reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) as confirmed through DIBELS assessments,

Be proficient with basic mathematical numeracy and computation,

Be able to write age-appropriate fiction and nonfiction stories,

Students will choose, plan, and present an age-appropriate science experiment that demonstrates familiarity with basic scientific methods,

They will deliver an effective classroom speech about him or herself,

They will demonstrate basic understanding of the visual arts, elementary music and simple drama,

Students will age appropriately use the internet,

They will maintain 85% or higher attendance,

They will follow classroom and school rules appropriately,

Makes age appropriate decisions,

Students will form age appropriate relationships.

Grades 3 - 5

To be proficient in all Grade 5 Indiana Core Standards for English Language Arts and Mathematics

Able to pass the 5th grade ISTEP (PARCC) in English Language Arts , Mathematics, Science & Social Studies

Be proficient in LMSA grade level standards as determined by classwork, homework, and assessments

Able to orally read fluency rate of 124 words per minute as documented by DIBELS

To write well-developed fictional stories and nonfiction pieces,

To plan, and present an science experiment that demonstrates knowledge of the scientific methods,

To effectively deliver speeches and presentations

Students are able to work in groups sharing mutual learning outcomes, goals, and presentations,

Students will participate in the fine arts curriculum developing and demonstrating an understanding of the visual arts, elementary music and simple drama,

Have the ability to articulate and identify their arts interests that may require more significant investment of effort and focus.

Students will be technological proficient in internet research, keyboarding, developing simple power point presentations and desktop publishing of brochures.

Students will maintains 90% or higher attendance,

Students will follow classroom procedures and school rules appropriately,

Grades 6 - 8

Middle School students will be proficient in all Grade 8 Indiana Core Standards for English Language Arts and Mathematics

Students will pass the 8th Grade ISTEP (PARCC) in English Language Arts , Mathematics, Science & Social Studies

LMSA Middle school students will meet curriculum grade level standards as determined by classwork, homework, and assessments

They will fully participate in the fine arts curriculum having fundamental knowledge of visual arts, music and drama,

Have the ability to articulate and identify their arts interests that may require more significant investment of effort and focus.

Students will create an original culminating “graduation project” in visual arts, music or drama.

Students will be technological proficient in research, keyboarding, developing s power point presentations, desktop publishing, spreadsheets and their applications and publishing elementary web pages

LMSA Middle School students will have a written career path designed including identification of three colleges that would support the student’s career interests

They will maintains 90% or higher attendance, and they will

Work well with others while, demonstrating critical thinking strategies and abilities and to think and solve problems together.

LMSAI High School Academic and Exit Standard Requirements

Grades 9 - 12

The Graduation Requirement for LMSA Students;

They must successfully complete four years or 40 credits of mathematics.

Students will be encouraged to take four full years of mathematics for college admission to major University’s and many other public and private colleges. Any course below Math 10 in LMSA’s math course pathway does not receive high school credit.

LMSA students must successfully complete three years of laboratory science, including Biology and Chemistry. The third year must be selected from Physics, Anatomy & Physiology, or Environmental Science. A fourth year of science is required by many engineering schools and is strongly recommended for students contemplating a college major in science, math, or the social sciences.

LMSA students must also successfully complete a minimum of 5 credits in Technology

LMSA students must successfully complete four years of English.

LMSA students must successfully complete three years of social studies, which must include a full year of human geography, a full year of US government and politics, and a full year of US history.

Elective courses will include offerings in the performing arts, visual art, technology, physical education and health.

Students at LMSAI must pass the Graduation Qualifying Examination (GQE) in order to receive a high school diploma. LMSA students must also pass the Algebra I and English 10 end-of-course assessments (ECAs). The purpose of the exam is to:

- Determine prospective high school graduates' knowledge and skill levels relative to those needed for entry-level employment
- Determine prospective high school graduates' mastery of the state curriculum in reading, writing, and mathematics

2013-2014 LMSA School Calendar

July 4	Thursday	Holiday* - Independence Day
August 5-7	Monday-Wednesday	Professional duty days for new teachers
August 12-16	Monday - Friday	Professional duty days for all teachers
August 19	Monday	First day of school for students
September 2	Monday	Holiday* - Labor Day– Schools and Offices Closed
September 6	Friday	Holiday* - Rosh Hashanah– All Schools Closed – All Offices are Open
September 27	Friday	Professional Development - Schools Closed for students
October 11		First Quarter Progress Reports Released
October 25	Friday	End of First Quarter (46 days)
October 28	Monday	Professional Development and Grading/Teacher Planning - Schools Closed for Students
November	Monday	First Quarter Report Cards Released
November 11	Monday	Parent Teacher Conference – Schools Closed for Students
November 27	Wednesday	Thanksgiving Break - Schools Closed for Students and Teachers – All Offices are Open
November 28-29	Thursday - Friday	Holiday* - Thanksgiving– Schools and Offices Closed
December		Second Quarter Progress Reports Released
December 24-25	Tuesday– Wednesday	Holiday* - Christmas– Schools and Offices Closed
December 26-27, 30	Thursday & Friday, Monday	Winter Break* - Schools and Offices Closed
Dec. 31 – January 1	Tuesday – Wednesday	Holiday* - New Years– Schools and Offices Closed
January 16	Thursday	End of Second Quarter (46 days)

January 17	Friday	Professional Development and Grading/Teacher Planning - Schools closed for students
January 20	Monday	Holiday* – Martin L. King, Jr. Day
February		Second Quarter Report Cards Released
February 14	Friday	Parent Teacher Conference – Schools Closed for Students
February 17	Monday	Holiday* – Presidents’ Day – All Schools Closed – All Offices are Open
March		Third Quarter Progress Reports Released
March 27	Thursday	End of Third Quarter (46 days)
March 28	Friday	Professional Development and Grading/Teacher Planning - Schools closed for students
April		Third Quarter Report Cards Released
April 16-17	Monday – Thursday	Spring Break - Schools closed for students and teachers
April 18 & 21	Friday & Monday	Holiday* - Easter
May		Fourth Quarter Progress Reports Released – Seniors
May		Fourth Quarter Progress Reports Released
May 26	Monday	Holiday* – Memorial Day
June 13	Friday	Last Day for Students (1/2 day)*** – End of Fourth Quarter (43 days)
June 13	Friday	Last Day for Teachers
June 16-19		Inclement weather make-up days
June 21		Fourth Quarter Report Cards Released

*All schools and offices closed

**Holiday begins at sunset of the proceeding day.

***Subject to change due to inclement weather

Elementary School Class Schedule Grades K – 5

Monday – Thursday

A typical schedule:

- 8:30-9:15 Spelling and phonics
- 9:15-10:00 Specials Classes: Physical Education, Music, Library or Art
- 10:00-11:00 Language Arts (Writing essays, revision, or planning our next writing project)
- 11:00-11:15 Recess, Snack
- 11:15-12:00 Math (review yesterday's lesson, learn today's lesson, practice with seatwork)
- 12:00-12:45 Lunch and lunch recess
- 12:45-1:35 Reading groups (Teacher meets with small groups. The rest of the class reads quietly, does seatwork, or works at literacy centers.)
- 1:35-2:00 Reading, Story Telling or Share
- 2:00-2:40 Flexible time (Reading vocabulary, grammar and math lessons. Some teachers might read aloud to the class or let students do teambuilding or character building activities.)
- 2:00-2:50 Social Studies or Science
- 2:50-3:10 Recess and Snack
- 3:10-4:00 Music, Art
- 4:00-4:30 End of Day, pack up, clean up, dismissal

Friday

- 8:00 Announcements, lunch count, attendance, write the day's homework in planners
- 8:10-8:30 Independent reading. (If the library is available)
- 8:30-10:00 Class of Teacher's Choice
- 10:00-10:30 Recess, Snack
- 10:30-12:00 School Assembly, Class of Teacher's Choice
- 12:00- 12:45 Lunch and lunch Recess
- 12:45-1:00 End of Day, pack-up, clean up, dismissal

LMSA Middle School Day Schedule

6th, 7th and 8th Grade

8:00	Homeroom
8:15-8:40	Advisory
8:40-9:30	English
9:30-10:20	History
10:20-11:00	Spanish
11:00-11:50	Lunch
11:50-12:30	Math
12:30-1:10	Science
1:10-2:00	P.E.
2:00-2:30	Break
2:30-3:30	Art
3:30-4:15	Music
4:15-4:30	End of Day, pack-up, clean up, dismissal

Friday

8:00	Homeroom
8:15-8:30	Advisory
8:30-10:00	Middle School Assembly, Class of Teacher's Choice
10:00-11:15	Study Hall
11:15-12:00	Lunch and Lunch Recess
12:00-12:45	Class of Teachers Choice
12:45-1:00	End of Day, pack-up, clean up, dismissal

LMSAI HIGH SCHOOL SCHEDULE

9TH – 12TH GRADE

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
English 1	English 2	American Literature	World Literature
Life Skills/ Multi-Cultural Studies	World Studies	US History	Economics/ American Political Systems
Math	Math	Elective	Elective
Biology	Chemistry	Elective	Elective
PE	PE	Elective	Elective
Foreign Language or Performing Arts	Elective	Elective	Elective

Friday

8:00 Homeroom
 8:15-8:30 Advisory
 8:30-10:00 Class of Teacher's Choice
 10:00-11:30 Study Hall
 11:30-12:15 Lunch and Lunch Recess
 12:15-12:45 Class of Teachers Choice
 12:45-1:00 End of Day, pack-up, clean up, dismissal

ENROLLMENT POLICY AND ADMISSION REQUIREMENTS

This section meets the requirements of Indiana Education Code #IC 20-19-3

Enrollment Policy and Admission Requirements

ADMISSION REQUIREMENTS

Lawrence McFarrin School of the Arts, Inc. will not discriminate against any student based on race, color, sex national origin, sexual orientation, or disability. In accordance with Education Code Section, Lawrence McFarrin School of the Arts, Inc. shall admit all students who wish to attend, up to the school's enrollment limit. Lawrence McFarrin School of the Arts, Inc. will be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition.

Lawrence McFarrin School of the Arts, Inc. will recruit a diverse population of students reside within the community of Valparaiso Indiana and surrounding areas, those that are enrolled in private/parochial schools, students and families that are not currently happy with their public school options and families who understand and value our mission and are committed to our instructional and operational philosophy. The Lawrence McFarrin School of the Arts, Inc. recruitment strategy will target students by directly, announcing the program through after-school programs and sport activities, by placing advertisement in the local papers and will receive recommendations from teachers and counselors of students who would benefit from the Lawrence McFarrin School of the Arts, Inc. model. Lawrence McFarrin School of the Arts, Inc. will outreach to students throughout Porter County and the communities that lie within 35 square miles of Valparaiso Indiana and surrounding areas.

As part of the application process, students and parents or guardians will be expected to attend an orientation session to learn more about the philosophy, goals, and objectives of the Lawrence McFarrin School of the Arts, Inc. educational program. The application process will involve parents and students, who are interested in enrolling in Lawrence McFarrin School of the Arts, Inc. and who will meet with Lawrence McFarrin School of the Arts, Inc. personnel to discuss their reasons for seeking admission. The orientation is not designed to disqualify an applicant, but the requirement helps to ensure that families and their children are seriously interested in attending Lawrence McFarrin School of the Arts, Inc.

The school will give admissions priority to the following students:

- The Lawrence McFarrin School of the Arts, Inc. School Founding Families, not to exceed 20%.
- Children or wards of Lawrence McFarrin School of the Arts, Inc. staff.
- Siblings of students currently enrolled in the Lawrence McFarrin School of the Arts or wards of their parents.

- Residents of Valparaiso Indiana Porter County and the communities that lie within 35 square miles of Valparaiso Indiana and surrounding areas.
- Youth referred to Lawrence McFarrin School of the Arts, Inc. by Valparaiso Community Schools, School District.

If the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random lottery, or placed on a waiting list (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot in order to help keep families together.

Parents and students admitted to the school are expected to attend an orientation session to review the policies and expectations of the school. Lawrence McFarrin School of the Arts, Inc. staff will work to assure that all families understand these policies and expectations and they are aware of ways to be involved in the school's operations and decision-making process. Each family will be given a handbook that includes rules and regulations of school.

Admission Requirements

Admission policies are under the purview of the Board of Directors. As noted above, students and their parents/guardians must complete an application and submit it directly to Lawrence McFarrin School of the Arts, Inc. All students will be required to attend an orientation prior to the opening of the school year. Parents and students will be required to sign an agreement that they will abide by the school policies on academics, attendance, and conduct. In accordance with Indiana State Education Code IC 20-19-3 a public random drawing shall be used when admissions requests exceed the available space. In order to build a sense of community, the Board of Directors may consider on an annual basis the issuance of special permits (e.g. continuing enrollment, children of staff, siblings of students, etc.) based on available space and provided that these permits are consistent with the school's obligation to not determine admission to the school base on geographic place of residence of the pupil or their parents/guardians.

ENROLLMENT POLCIES

As public schools, charter schools comply with state and federal regulations, and their admissions are open to students in accordance with the school's charter agreement. The procedures below outline the enrollment process at Lawrence McFarrin School of the Arts, Inc.:

The enrollment process for the first school year begins with a "pre-enrollment period" for all interested students and their siblings, children of full-time employees, and children of governing board members (see the last section for the school's enrollment priority policy). The pre-enrollment period begins in March of 2013 and end at the beginning of April, 2013.

Following this pre-enrollment period, applications for all other new Lawrence McFarrin School of the Arts students will be available beginning April 1, 2013 at selected community open house meetings, at the Lawrence McFarrin School of the Arts office and on the Lawrence McFarrin School of the Arts website to mark the beginning of an open enrollment period. Completed Lawrence McFarrin School of the Arts Application for Enrollment forms may be turned or mailed in or turned in at the Lawrence McFarrin School of the Arts office.

If there are more applicants than the number of spaces available for a grade level, spaces remaining in each such class after the students who were registered during pre-enrollment will be awarded on the basis of a lottery. All complete applications for those grades will be placed into the lottery. If necessary, a public lottery for applicants in any grade level that requires one will be held.

A waiting list will be formed if the number of applicants in the application and enrollment process exceeds the number of available spaces. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. They will be listed as “inactive” on the waiting list and it will be the responsibility of the parent/guardian of that student to inform the school, in writing, of their desire to be returned to “active” status on the waiting list. As additional openings arise, enrollment will continue from the active waiting list in the order of applicants’ lottery numbers.

At the beginning of the next year’s application and enrollment process a letter will be sent to all applicants who are still on the waiting list to see if they would like to remain on the waiting list. All applicants who respond affirmatively to this request will retain their place on the waiting list ahead of any new applicants. New applicants who are siblings of current students will maintain their sibling preference.

If at any point in the year the waiting list is depleted and the school determines that it has enrollment openings, then a new application and enrollment period will be declared. This will be announced throughout Valparaiso IN, Porter County and the surrounding areas. The families will have a one-month period of time in which to complete the requirements for application to the school. In this case, a new lottery would be conducted one week after the close of the application period.

The Lawrence McFarrin School of the Arts, Inc. will assume responsibility for any student who wishes to attend the charter school and will accept students who reside within the community of Valparaiso, IN, Porter County and its surrounding communities.

Data on incoming students will be gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students’ new advisors and teachers from the previous schools. The staff at Lawrence McFarrin School of the Arts, Inc. will use this data to ensure that the school has a place for students at the school’s opening.

OPEN ENROLLMENT DATE AND ENROLLMENT DEADLINES

Open enrollment for the Lawrence McFarrin School of the Arts, Inc. charter school will begin on April 1, 2013 and the Lawrence McFarrin School of the Arts, Inc. will take enrollment until the school is filled to capacity or to the selected deadline date of September 15, 2013 (1st year, 132 students, Kindergarten – 5th grades)

Parents and their student will receive an enrollment packet while attending the schools orientation meetings presented throughout selected areas of Valparaiso IN, Porter County and its surrounding areas. The student enrollment packet will also be available at the Lawrence McFarrin School of the Arts, Inc. Administrative office, beginning April 1, 2013.

If the number of applications from students who reside within Valparaiso IN, Porter County and its surrounding areas exceeds the number of spaces available, the charter school will conduct a lottery to enroll students in an equitable process. One criticism of the charter school movement is the lack of diversity in the student populations attending public charter schools. With a random student lottery process there is no way to use a weighting system to favor any group over another. Therefore, in order to make certain the charter school has a diverse student population, the Lawrence McFarrin School of the Arts, Inc. will consider what factors may be barriers to enrollment of some underserved groups, and then put practices in place that allow students to overcome those barriers. This will ensure a more diverse pool of applicants and thus a better chance of achieving equitable representation once the enrollment procedure has taken place. If space is available, the Lawrence McFarrin School of the Arts, Inc. may admit students from anywhere in the state of Indiana.

The announcement date for the Lawrence McFarrin Annual Lottery will be August 8, 2013 and the lottery will be drawn (if school is at full capacity) on this date at 11:00 am.

COMMUNITY OUTREACH

The Lawrence McFarrin School of the Arts, Inc. will recruit a socio-economically, racially, and academically heterogeneous group of students from across the communities that surround Valparaiso IN of Porter County and Valparaiso itself. The Lawrence McFarrin School of the Arts, Inc. shall attempt to achieve a stable pupil population that represents the racial and ethnic diversity of the area that the Porter County covers. The startup budget of the Lawrence McFarrin School of the Arts, Inc. allots for an extensive community outreach program to disseminate multi-language information and brochures to all students of school districts within the Porter County and surrounding areas about enrollment in the Lawrence McFarrin School of the Arts, Inc... Outreach meetings will be conducted throughout Valparaiso IN, Porter County and surrounding areas and will be conducted by the Lawrence McFarrin School of the Arts, Inc. staff and community partners of the school in Spanish and English.

Lawrence McFarrin School of the Arts, Inc. will publicize enrollment timelines and enrollment process, utilizing local newspapers, radio, churches, synagogues, mosques, social and fraternal organizations, and community based organization which will allow for a broad-based recruiting and application process including parent orientations.

Lawrence McFarrin School of the Arts, Inc. Director will meet with community leaders that represent different racial and cultural backgrounds to enlist their support and advice in the recruitment process.

Lawrence McFarrin School of the Arts, Inc. will conduct outreach through civic-oriented community organizations (Rotary Clubs, Kiwanis, etc.) in throughout Porter County and surrounding areas to seek parents and students interested in becoming socially and environmentally responsible leaders, lifelong, self-motivated learners, who can access their creativity, make healthy choices, and embrace diversity.

Lawrence McFarrin School of the Arts, Inc. plans to achieve this racial and ethnic balance stated above by continuing outreach efforts by distribution of information and related materials to community meetings, public housing, neighborhood meeting areas, religious institutions and other areas where diverse families might be reached.

The majority of Lawrence McFarrin School of the Arts, Inc. students will be from the community of Valparaiso, IN. The Lawrence McFarrin School of the Arts, Inc. will be a place where the community is welcome.

The Lawrence McFarrin School of the Arts, Inc. Discipline Policy

DISCIPLINE POLICY SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled (and a description of any appeal process).

The approach of Lawrence McFarrin School of the Arts, Inc. is to lead the child towards self-discipline. We try to avoid spending unnecessary time responding or reacting to behavior problems. The Whole Child method addresses the need to effect change towards positive behavior through lesson planning or teaching. A famous quote by a very well-known educator is "The undisciplined child enters into discipline by working in the company of others; not by being told he is naughty." Discipline is therefore, primarily a learning experience and less a punitive experience if appropriately dealt with.

In Lawrence McFarrin School of the Arts, Inc., the child's opinion is respected and asked to share his or her views. Children want to follow rules if the adult clearly defines the rules and then invites the child to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences for violating rules.

All students and their families will receive a student handbook, which will include school rules and students rights to appeal. A written remediation plan will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, and provision for student's education while suspended. Students who present an immediate threat to the health and safety of others may be suspended or expelled.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- During, or while going to or coming from, a school-sponsored activity.

Discipline Procedures and Possible Consequences

First Offense: The teacher redirects the child to other work material.

Second Offense: The teacher explains or reviews class or school rules.

Third Offense: The teacher personally communicates problem with child's parent(s)

Fourth Offense: Teacher again communicates problem with child's parent (s) the teacher applies appropriate consequences.

Fifth Offense: Administrator reviews with teacher what future disciplinary steps will be taken from the office.

Continuing Situation: The administrator will communicate problem to parent(s) and apply appropriate consequences.

Reasons for Suspension

Lawrence McFarrin School of the Arts, Inc. may suspend a student for any of the following reasons including but not limited to any of the following:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another;
- Possess, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object;
- unlawfully possess, used, sold, or otherwise furnished, or been under the influence of any controlled substance;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco, or any product containing tobacco or nicotine products in any form;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm;

Reasons for Expulsion

Students may be expelled from Lawrence McFarrin School of the Arts, Inc. for reasons including but not limited to the following:

- Causing serious physical injury to another person;
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance, an alcoholic beverage, or an intoxicant of any kind;
- Robbery or Extortion;
- Assault or battery upon any student or school employee.

Process for Suspension and/or Expulsion

The following steps will be taken in the event of a suspension or an expulsion:

- 1. Informal conference.** Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.

- 2. Notices to Parents.** At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school official wishes to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and those violations of school rules can result in expulsion from the school.
- 3. Length of Suspension.** The length of suspension for students may not exceed a period of ten (10) continuous days unless an administrative recommendation has been made and agreed to by the student's parent. If a student is recommended for a period of suspension exceeding then (10) continuous days, a second conference will be selected with the parent to discuss the progress of the suspension upon the completion of the tenth day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Lawrence McFarrin School of the Arts, Inc. will follow the guidelines of Education Code 48915 (c) and may immediately suspend and recommend for expulsion any students who possesses, sells or furnishes a firearm, brandishes a knife at another person, unlawfully sells a controlled substance, or commits or attempts to commit a sexual assault or sexual battery. Expulsion may also be recommended for causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, robbery or extortion, assault or battery upon any school employee. When other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, stealing or acts of harassment.

Lawrence McFarrin School of the Arts, Inc. will send written notification of the student expulsion to the parent/guardian of any student who is expelled. This notice will contain the following:

1. The specific offense committed by the student for any of the acts listed in "Grounds for Suspension/Expulsion".
2. Notice of the parent/guardian's obligation to inform any new district in which the student seeks future enrollment, of the student's status with NECS.

Expulsion Hearing Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after the school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Charter School Board or an administrative hearing panel appointed by the Board. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

1. Date and place of the hearing;
2. Statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. Copy of the disciplinary rules, which relate to the alleged violation;
4. Indication of the opportunity for the student's parent/guardian to appear in person at the hearing.

Appeal of Suspension/Expulsion

The suspension or expulsion of a student will be at the direction of the Director. A parent/guardian may appeal a student's expulsion within five (5) working days to the Board of Directors. The student will be considered suspended until the appeal hearing and a decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present their appeal. The Board of Directors of Lawrence McFarrin School of the Arts, Inc. will hear the appeal. An appeal hearing includes the Director, the parent of the student, the student's teachers and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Boards of Directors will be final.

In the event of a decision to expel a student from Lawrence McFarrin School of the Arts, Inc., the school will work cooperatively with the district of residence, county, and/or private schools to assist with the placement of the student who has been expelled. Any incident of violent and/or serious behavior will be communicated to the district/school to which the student matriculates.

Discipline of Students with Disabilities

Students with disabilities will not be disciplined in a manner inconsistent with IDEA and state special education. Lawrence McFarrin School of the Arts, Inc. will obey all the IDEA requirements for special education.

August 17, 2012

To whom it may concern,

I recently met with Mr. Lawrence McFarrin, Founder and Chief Executive Officer of the The Lawrence McFarrin School of the Arts, Inc., a proposed charter school for the State of Indiana, specifically targeting the youth in Northwest Indiana. Mr. McFarrin is proposing to open his charter school in the City of Valparaiso in August of 2013. While Valparaiso is home to a strong K-12 school system, the City Administration supports the concept of Charter schools and moreover, his endeavor is about strengthening more than just the City of Valparaiso's school system as it will pull in children from all over the Region. Further, the addition of a school focusing on the Arts is an excellent addition to our already great offering of traditional curriculum.

Based on my understanding of his concept of intertwining both the arts and a military discipline, I think it's a great idea and I fully support the concept of charter schools in Indiana overall.

Sincerely,



Matt Murphy
Economic Development Director
City of Valparaiso

Letter of Support

Lawrence McFarrin School of the Arts, Inc.

I am writing to affirm my support for the *Lawrence McFarrin School of the Arts, Inc.* (LMSA). Having read its vision, mission and articles of incorporation, it is my personal intent to provide support for the school's development as an individual citizen who values 21st century education and as a member of its Board.

My support stems from service I've provided as a senior administrator in a regional academic institution in northwest Indiana and as Co-Chair of a board whose mission was to affect parent/child relationships. These works have provided me keen insight into the state of underrepresented children in Indiana and comparative data of children in similar environments around the United States. The effort to intervene, to stop an apparent downward spiral in disheartening proportions, is not only noble, but necessary to literally save lives within a growing number of impoverished inner cities and seemingly well-to-do suburbs. I have seen first hand that schools such as the *LMSA* can serve a critical need in our society. Many children find themselves between a rock and a hard place as they try to make sense out of home and school environments. The vision and mission of *LMSA* proports to empower youth to stand on their rocks and soften the hard places they call home and hood.

I am in full support of the establishment of the *LMSA*. I will devote my talent and experience to its launch and enduring success. If there are questions about my involvement in *LMSA*, you may contact me at (219) 201-2372.

Sincerely,

Ken Coopwood, Sr., Ph.D., CDE, LSSBB

MARTORANO'S ROOFING, LLC

6987 W. US HWY 20 MICHIGAN CITY, IN 46360

OFFICE: 219-872-8246 JOE: 219-898-3447 LEO: 219-898-3449 FAX: 219-874-4871

Letter of Support

Lawrence McFarrin School of the Arts, Inc.

I am writing to affirm my support for the Lawrence McFarrin School of the Arts, Inc. (LMSA). Having read its vision, mission and articles of incorporation, it is my personal intent to provide support for the school's development as an individual citizen who values 21st century education.

I have been raised in a family where discipline in the home, academics, and extracurricular activities within the community were emphasized beyond the norm. The emphasis on academic success as a child opened doors for me in every aspect of life. I have done the same with my four children as they have realized academic, personal and social achievement with the highest distinction in their endeavors. I have a successful roofing business within the community because of the hard work and dedication put forth by my family. I am a fireman that is focused on serving the community while teaching and protecting them from the perils of everyday living. I have been coaching multiple youth sports in the community for over ten years and helped children exceed expectations and realize their potential. I have coached with Lawrence McFarrin for over six years and I have seen his determination and perseverance deliver a rewarding experience for our youth, the staff around him, and the community. As head of the LMSA, I feel Lawrence will provide a learning experience for children that will be unparalleled. I believe his values and commitment will breed a richer learning environment for tomorrow's leaders. I believe the LMSA will provide a foundation of support and leadership that is necessary. The LMSA will help develop children in aspects of their life that have gone untouched in today's society. With the new and worsening problems that our world presents, the LMSA will help guide children in avenues away from failure and toward success. I strongly support and believe in the LMSA.

I am in full support of the establishment of the LMSA. I look forward to the successes the LMSA will achieve and the great opportunities that will be presented to the youth of today and tomorrow.

Sincerely,

Leo J Martorano
Michigan City Firefighter & VP of Martorano's Roofing, LLC
ljmartorano@gmail.com

Letter of Support

Lawrence McFarrin School of the Arts, Inc.

Please accept this correspondence as a letter of support for your 2012 school chapter application to the Indiana Department of Education. As a seasoned educator and member of the Board of Directors for the *Lawrence McFarrin School of the Arts, Inc. (LMSA)*, I am pleased to support this application process in addition to the ongoing development of LMSA. My extensive employment and educational experiences in primary through higher education are available for the processes of curricular development and ongoing outcomes assessment.

In support of your application and supporting LMSA documents (Vision, Mission Statement, and Articles of Incorporation), I am committed to applying the following professional skills:

Curriculum Development: Create curriculum courses and sequencing of programmatic learning objectives that align with required Indiana Department of Education and Common Core Standards.

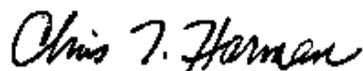
Educational Technology: Infuse current technologies into the learning environments of core curricular courses, electives, and service-learning activities.

Leadership and Character Development: Align current leadership and character development objectives into curricular activities such as service-learning in the community, classroom group dynamics, and fine arts' performances.

Outcomes Assessment: Perform evidenced-based assessment of the alignment of the Indiana Department of Education and Common Core Standards with LMSA's established 1) mission statement, 2) educational learning goals and objectives, 3) student learning outcomes, and 4) use of various media-based delivery systems (traditional and web-based).

In conclusion, I fully support the application and development of the *Lawrence McFarrin School of the Arts, Inc.* I also look forward to the exciting opportunities to actively apply my professional skills to LMSA's vision and mission objectives; to promote the development of character and professional traits of future leaders through academics, community work, and performing arts.

Respectfully submitted,



Chris T. Harman, EdD, ATC
Associate Professor
California University of Pennsylvania
California, PA

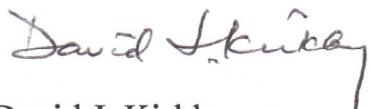
Letter of Support

Lawrence McFarrin School of the Arts, Inc.

I am happy and privileged to write on behalf of Lawrence McFarrin and his efforts to found the Lawrence McFarrin School of the Arts, Inc. I have known Lawrence since his high school days in the late 1980's, and he hasn't changed much, which is good news for all those who knew him then and still know him now. His character is impeccable, and he has always held himself to a very high ideal. Lawrence is a competitor. He was as a football player, and he is now as he strives to create a learning situation for this area's youth. He expects to succeed, and he will in this endeavor, because he has a special place in his heart for children, and not just his own.

I'm not an expert on charter schools, but my instincts tell me that they would take an untiring effort, an unqualified commitment, and an unwavering level of enthusiasm in order to thrive. These are the attributes that make Lawrence McFarrin just the right leader for such a project. In a time when many of our school are struggling due to crowded classrooms and undisciplined behavior, with students falling by the wayside in the process, it is refreshing indeed to have a person like Lawrence step forward with an idea like his. I like him and I like his chances of success. I would recommend Lawrence McFarrin School of the Arts, Inc. with complete sincerity and with great anticipation of wonderful things to come.

Sincerely,



David J. Kirkby
P.O. Box 685
La Porte, IN 46352-0685
219-326-0512 Home
219-716-0262 Cell
djk46352@yahoo.com

8/17/12

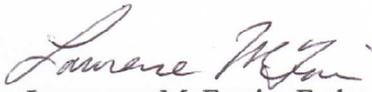
Letter of Support

Lawrence McFarrin of the Arts, Inc.

This letter is to identify myself as the Founder and Chief Executive Officer of the Lawrence McFarrin School of the Arts, Inc. (LMSA). I've chosen to assume the responsibilities and I'm willing to do whatever is legally necessary to ensure the success of this school. If I have or my family name has acquired any legacy prior to the conception of this school, I offer that legacy as collateral. I named the school after myself so all could identify me as "the one" who put it all on the line for the betterment of others. The praise and success belongs to God and my supporters, only the mistakes will be mine.

I have been tasked with the vision and mission of this school, and I accept the duty to carry it out.

Sincerely,

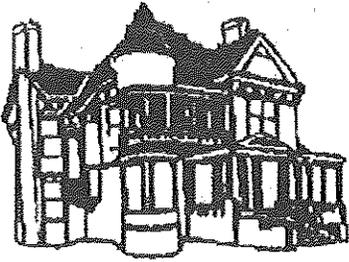
A handwritten signature in cursive script that reads "Lawrence McFarrin".

Lawrence McFarrin, Father and Public Servant

159 Seymour Ave., LaPorte, Indiana, 46350

219-362-1487 Home

219-218-3326 Cell



Williams Executive Realty & Associates, LLC

August 19, 2012

TO WHOM IT MAY CONCERN:

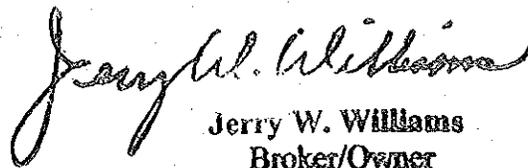
SUBJECT: Letter of Support for Lawrence McFarrin School of the Arts, Inc.

This correspondence serves to show my support for the Lawrence McFarrin School of the Arts, Inc. (LMSA). The community feedback and philosophy on the concept of charter schools is a big asset to all communities, especially urban communities. After reading LMSA's vision, mission and articles of incorporation, I have chosen to support the efforts for the school's development as a citizen and parent who values children's education.

My support is a direct result of my professional and personal service in communities throughout Indiana. I am a lifelong resident of northwest Indiana, educated in the Gary school systems, after which I received secondary learning while attending Calumet College and Indiana University Northwest. My primary background is 23 plus years in law enforcement, to include corrections. I am also an entrepreneur who serves as a real estate broker and property manager for residential and commercial properties for a combined 25 years. I have seven (7) children ranging in ages from 13-31 years of age and I've been and will continue to be actively involved in their education throughout their lives. As a parent and a mentor for youth, I see the positive impact charter school programs, especially a program such as the Lawrence McFarrin School of the Arts, Inc. (LMSA), can have on the youth in our communities.

I fully support the mission and vision of the Lawrence McFarrin School of the Arts, Inc. (LMSA) and should you need to speak with me personally I can be contacted at telephone number (219) 663-6363.

Sincerely,


Jerry W. Williams
Broker/Owner



FROM THE DESK OF

102 ROYAL LANE
LA PORTE, INDIANA 46350

PHONE: (219) 362-6390

EMAIL: kjschreiber@verizon.net

KEN SCHREIBER

August 18, 2012

To Whom It May Concern:

I recently met with Mr. Lawrence McFarrin, a former student and athlete that I was privileged to tutor as both at the high school level.

Lawrence and I have had a very quality relationship since his graduation and pursuit of a college education, and then his professional careers. He is one to the most sincere and dedicated individuals that I have been associated with in my 41 years in education. We have had several in-depth visits and conversations, and he continues to amaze me, but he may have peeked in our most recent talk about his ideals about becoming involved with his proposal to start a charter school for the State of Indiana.

I am a "tough sell" on the charter school concept being utilized in our state, but I must admit that after my visit with Lawrence McFarrin, I could re-evaluate my thoughts.

I strongly endorse Lawrence McFarrin and his ideas. They are refreshing and could help a decaying educational system being exhibited at the present time.

Sincerely,

A handwritten signature in cursive that reads "Ken Schreiber".

Ken Schreiber
Retired Educator
41 years

NATIONAL CHAMPIONS

1987

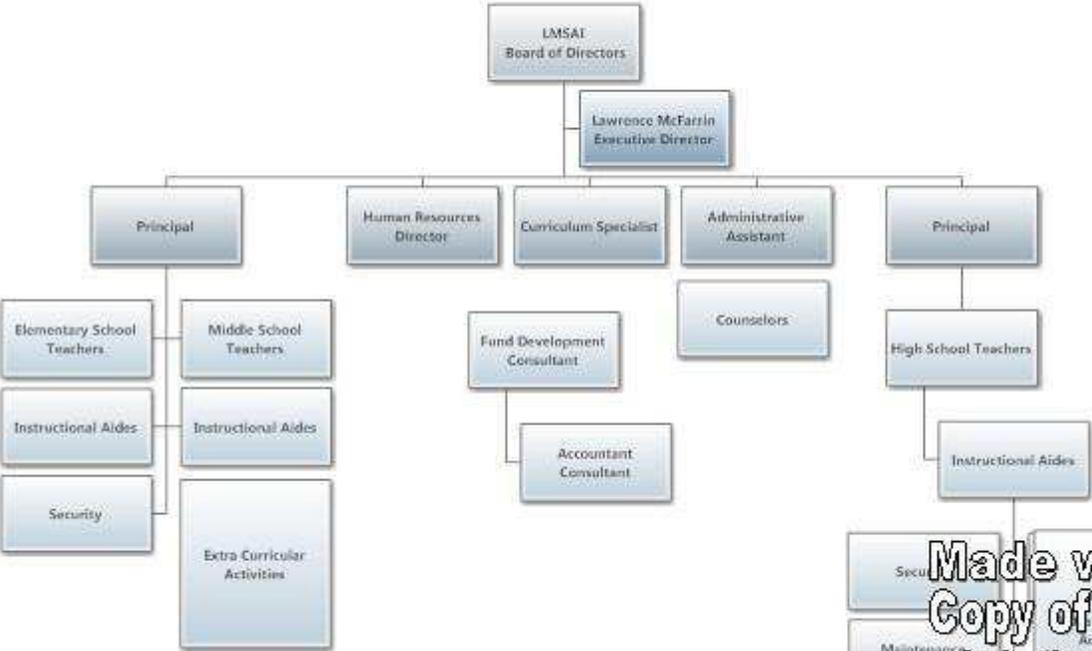
INDIANA STATE CHAMPIONS

1967 1971 1976 1982 1987 1990 1992

INDIANA STATE FINALISTS

1967 1971 1973 1976 1978 1979 1982 1986 1987 1990 1992

LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC



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ATTACHMENT 15

Start-Up & Operations

Start-Up Monthly Plan

Key Milestones:

- First Day of School Operations: June 3, 2013
- School's First Day of Student Attendance: August 12, 2013

MONTH	KEY STEP	TASKS	TIMELINE	RESPONSIBLE
March, April, May 2013	Secure Site	<ul style="list-style-type: none"> • Negotiate and sign lease/contract 	2 months	Governing Board
March, April, May 2013	Family and Student Interest, Town Hall Meetings, Civic Groups, etc.	<ul style="list-style-type: none"> • Access current interest families & communicate opening • Market surrounding areas of opening of LMSAI and offerings. Marketing involving all forms of media • Publicize upcoming opening of school 	3 months	Executive and Governing Board
March, April, May 2013	Planning Funding & Grants Special Event Fundraiser	<ul style="list-style-type: none"> • Enter /apply for prepared grant applications for school • Start prepared fundraising for opening of school • Contact list of interested potential donors. 	3 months	Fund Development Consultant
JUNE 1, 2013	Lease Term Begins, Occupy Facility	<ul style="list-style-type: none"> • Insure all areas are safely and properly arranged • Inspections conducted. 	1-3 weeks	Executive Director and Staff
June 3, 2013		Operations		•First Day of Operations for Executive Director
JUNE 2013	Governance and Operations Procurement	<ul style="list-style-type: none"> • Secure furniture, fixtures and Equipment. • Order curriculum materials • Establish contracts with Vendors, Hire Principal and Human Resource Director 	2-3 weeks	Executive Director, Principal
July 2013	Teacher, Family & Student Orientation	<ul style="list-style-type: none"> • Plan Hire Teachers and Staff 	2 weeks	Executive Director, Fund Development
August 1, 2013	Lottery	<ul style="list-style-type: none"> If enrollment beyond capacity, lottery to be held 	1 day	Governing Board Representative(s) CAO & Principal
AUGUST 2013	Community Awareness	<ul style="list-style-type: none"> • Community meetings and advertisements 	2 weeks	Governing Board, Executive Director, Principal
AUGUST 5, 2012	Teacher Orientation and all other staff	<ul style="list-style-type: none"> • Implement 	5 days	Principal
AUGUST 13, 2012	Students and Parent Orientation	<ul style="list-style-type: none"> • “Back to school night” 	1 evening	Governing Board Representative(s) & All Employees
August 13, 2012	School Starts	<ul style="list-style-type: none"> • First Day of School 	1 day	All Employees

Insurance Projection for Lawrence McFarrin School

Year	Employee #	Student #	Payroll	Package Premium General Liability Abuse & Molestation Auto Liability Crime Employee Benefit Professional Educators Domestic Terrorism Student Accident
Current Year (year 1)	15	150	\$ 600,000	\$ 4,200.00
Current Year (year 2)	25	200	\$ 1,000,000	\$ 5,200.00
Current Year (year 3)	35	250	\$ 1,400,000	\$ 6,000.00
Current Year (year 4)	45	300	\$ 1,800,000	\$ 7,200.00
Current Year (year 5)	55	350	\$ 2,200,000	\$ 7,700.00

*Note: based on \$40k per employee average

Tyler LaMantia

Account Executive - Public Entity and Scholastic Division

Arthur J. Gallagher & Co.

630-285-4344

of the Arts, Inc. Charter School

Property (based \$100k on content values increasing by 50k or more per year)	Excess \$10 million Follows all underlying	Directors and Officers Employment Practices Fiduciary Liability	Package Premium
\$ 800.00	\$ 1,350.00	\$ 4,100.00	\$ 10,450.00
\$ 1,000.00	\$ 1,600.00	\$ 4,100.00	\$ 11,900.00
\$ 1,200.00	\$ 2,000.00	\$ 4,100.00	\$ 13,300.00
\$ 1,400.00	\$ 2,400.00	\$ 4,100.00	\$ 15,100.00
\$ 1,600.00	\$ 2,800.00	\$ 4,100.00	\$ 16,200.00

Workers Compensation (Rate per \$100 payroll)	Total Premium
\$ 6,600.00	\$ 17,050.00
\$ 10,500.00	\$ 22,400.00
\$ 14,000.00	\$ 27,300.00
\$ 18,000.00	\$ 33,100.00
\$ 22,000.00	\$ 38,200.00

Lawrence McFarrin School of the Arts, Inc.						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 550,625	\$ 770,875	\$ 991,124	\$ 1,211,375	\$ 1,321,500
Common School Loan		\$ -	\$ 390,260	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ 235,000				
State Matching Funds for School Lunch Program		\$ 50,464	\$ 67,795	\$ 84,744	\$ 101,693	\$ 110,167
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 80,006	\$ 80,006	\$ 80,006	\$ 80,006	\$ 80,006
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 3,300	\$ 5,170	\$ 6,170	\$ 7,140	\$ 7,920
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 200,000	\$ 200,000	\$ -			
Facilities Assistance Program Grant		\$ -	\$ -			
Title I		\$ 52,316	\$ 85,686	\$ 110,167	\$ 134,649	\$ 146,890
Title II		\$ 13,087	\$ 17,994	\$ 23,135	\$ 28,276	\$ 30,847
Federal Lunch Program		\$ 50,464	\$ 67,795	\$ 84,744	\$ 101,693	\$ 110,167
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	55,000	25,000	50,000	75,000	100,000	125,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	255,000	1,260,262	1,535,581	1,455,090	1,764,832	1,932,497
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 28,632	\$ 566,649	\$ 700,962	\$ 880,816	\$ 1,101,597	\$ 1,241,097
Substitutes		\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
Professional Development	\$ -	\$ 8,000	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 28,632	\$ 577,649	\$ 714,962	\$ 896,816	\$ 1,119,597	\$ 1,261,097
Instructional Supplies and Resources						
Textbooks	\$ 10,000	\$ 23,000	\$ 13,200	\$ 13,200	\$ 8,000	\$ 10,000
Library, periodicals, etc	\$ 5,000	\$ 5,000	\$ 8,000	\$ 5,000	\$ 5,000	\$ 7,500
Technology	\$ -	\$ 15,000	\$ 10,000	\$ 7,500	\$ 8,000	\$ 8,000
Assessment materials	\$ -	\$ 9,000	\$ 11,000	\$ 13,000	\$ 14,000	\$ 14,000
Computers	\$ -	\$ 10,000	\$ 10,000	\$ 12,500	\$ 15,000	\$ 15,000
Software	\$ 3,000	\$ 6,000	\$ 8,000	\$ 9,000	\$ 10,000	\$ 10,000
Other classroom supplies	\$ -	\$ 10,000	\$ 12,500	\$ 10,000	\$ 13,000	\$ 13,000
Field trips, other unclassified items	\$ -	\$ 4,500	\$ 7,000	\$ 8,500	\$ 9,500	\$ 10,500
Co-curricular & Athletics	\$ -	\$ 8,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	18,000	90,500	89,700	88,700	94,500	100,000
Support Supplies and Resources						
Administrative Computers	\$ 1,800	\$ 1,100	\$ -	\$ -	\$ -	\$ -
Administrative Software	\$ 500	\$ 1,000	\$ -	\$ 400	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Office supplies	\$ 1,400	\$ 1,200	\$ 1,500	\$ 1,800	\$ 2,100	\$ 1,800
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	3,700	5,800	4,000	4,700	4,600	4,300
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ 1,400	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Charter Board Supplies & Equipment	\$ 550	\$ 400	\$ 200	\$ 200	\$ 200	\$ 600
Charter Board Dues, fees, etc	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	2,350	2,000	1,800	1,800	1,800	2,200
Professional Purchased or Contracted Services						
Legal Services	\$	\$	\$	\$	\$	\$

	6,000	11,000	11,000	11,000	11,000	11,000
Audit Services	\$ -	\$ 8,000	\$ 9,000	\$ 10,000	\$ 10,000	\$ 10,000
Payroll Services	\$ -	\$ 600	\$ 600	\$ 750	\$ 750	\$ 800
Accounting Services	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 6,400	\$ 6,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
Internet Services	\$ 960	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Telephone/Telecommunication Services	\$ 800	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 17,050	\$ 22,400	\$ 27,300	\$ 33,100	\$ 38,200
Travel	\$ 1,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Postage	\$ 1,400	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ 4,000	\$ 6,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
Food service	\$ -	\$ 67,110	\$ 92,277	\$ 118,642	\$ 145,006	\$ 158,189
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4 Extra-Curricular Non-Credentialed Instructors (1099)	\$ -	\$ 12,800	\$ 16,000	\$ 19,200	\$ 19,200	\$ 19,200
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 26,560	\$ 143,360	\$ 178,077	\$ 215,692	\$ 249,856	\$ 270,189
Facilities						
Rent, mortgage, or other facility cost	\$ 20,000	\$ 90,000	\$ 110,000	\$ 115,000	\$ 120,000	\$ 125,000
Furniture	\$ 45,000	\$ -	\$ 22,000	\$ -	\$ 10,000	\$ 5,000
Gas/electric	\$ 6,000	\$ 14,000	\$ 16,000	\$ 17,000	\$ 18,000	\$ 18,000
Water/Sewer	\$ 600	\$ 3,000	\$ 4,000	\$ 4,500	\$ 5,000	\$ 5,000

Grounds Keeping	\$ 1,000	\$ 3,200	\$ 4,000	\$ 4,600	\$ 5,400	\$ 5,400
Maintenance Services	\$ 1,200	\$ 3,000	\$ 3,800	\$ 4,600	\$ 5,400	\$ 5,400
Custodial	\$ -	\$ 11,000	\$ 12,000	\$ 12,000	\$ 13,000	\$ 13,000
Waste disposal	\$ -	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 73,800	\$ 125,700	\$ 173,800	\$ 160,200	\$ 179,800	\$ 179,800
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 11,012	\$ 15,417	\$ 19,517	\$ 24,228	\$ 26,430
CMO/EMO Fee	\$ -	\$ 27,531	\$ 38,544	\$ 49,956	\$ 60,569	\$ 66,075
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 38,543	\$ 53,961	\$ 69,473	\$ 84,797	\$ 92,505
Total Expenditures	\$ 153,042	\$ 983,552	\$ 1,216,300	\$ 1,437,381	\$ 1,734,950	\$ 1,910,091
Carryover/Deficit	\$ 101,958	\$ 276,710	\$ 319,281	\$ 17,709	\$ 29,883	\$ 22,406
Cumulative Carryover/(Deficit)	\$ 101,958	\$ 378,668	\$ 697,949	\$ 715,658	\$ 745,541	\$ 767,947

	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	50,000.00	-	50,000.00
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations	-	-	-	-	-	-	-	-
Other Fundraising	-	-	-	-	-	2,500.00	2,500.00	5,000.00
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	52,500.00	2,500.00	55,000.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	3,579.00	3,579.00	7,158.00
Professional Development	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	3,579.00	3,579.00	7,158.00

			-		-		-	-	
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Total Support Supplies and Resources		-	-	-	-	-	250.00	250.00	500.00
Board Expenses									
Charter Board Services, including Board Training, retreats		-	-	-	-	-	100.00	100.00	200.00
Charter Board Supplies & Equipment		-	-	-	-	-	-	-	-
Charter Board Dues, fees, etc		-	-	-	-	-	50.00	50.00	100.00
Other Fundraising		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Total Board Expenses		-	-	-	-	-	150.00	150.00	300.00
Professional Purchased or Contracted Services									
Legal Services		-	-	-	-	-	-	-	-
Audit Services		-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-
Accounting Services		-	-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services		-	-	-	-	-	-	-	-
Consultants		-	-	-	-	-	800.00	800.00	1,600.00
Internet Services		-	-	-	-	-	120.00	120.00	240.00

Telephone/Telecommunication Services			-	-	-	-	-	100.00	100.00	200.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)			-	-	-	-	-	-	-	-
Travel			-	-	-	-	-	-	-	-
Postage			-	-	-	-	100.00	100.00	200.00	
Special Education Services			-	-	-	-	-	-	-	-
Student Information Services			-	-	-	-	500.00	500.00	1,000.00	
Food service			-	-	-	-	-	-	-	-
Transportation			-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-
Other (please describe)			-	-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services			-	-	-	-	1,620.00	1,620.00	3,240.00	
Facilities										
Rent, mortgage, or other facility cost			-	-	-	-	-	-	-	-
Furniture			-	-	-	-	-	-	-	-
Gas/electric			-	-	-	-	-	-	-	-
Water/ Sewer			-	-	-	-	-	-	-	-
Grounds Keeping			-	-	-	-	-	-	-	-
Maintenance Services			-	-	-	-	-	-	-	-
Custodial			-	-	-	-	-	-	-	-
Waste disposal			-	-	-	-	-	-	-	-

			-		-		-	-	
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Total Facilities		-	-	-	-	-	-	-	-
Other									
Contingency		-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)		-	-	-	-	-	-	-	-
CMO/EMO Fee		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-	-
Total Other		-	-	-	-	-	-	-	-
Total Expenditures		\$	\$	\$	\$	\$	\$	\$	\$
		-	-	-	-	-	5,599	5,599	11,198
Net Income (Pre-Cash Flow Adjustments)		\$	\$	\$	\$	\$	\$	\$	\$
		-	-	-	-	-	46,901	(3,099)	43,802
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES									
Example - Add Back Depreciation		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-

Total Operating Activities		-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES									
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-
FINANCING ACTIVITIES									
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-
NET INCOME		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,901.00	#####	\$ 43,802.00
Beginning Cash Balance		-	-	-	-	-	-	-	-
ENDING CASH BALANCE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,901.00	#####	\$ 43,802.00

Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
50,000.00	-	50,000.00	-	50,000.00	-	150,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
2,500.00	2,500.00	10,000.00	15,000.00	10,000.00	10,000.00	50,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
52,500.00	2,500.00	60,000.00	15,000.00	60,000.00	10,000.00	200,000.00
3,579.00	3,579.00	3,579.00	3,579.00	3,579.00	3,579.00	21,474.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
3,579.00	3,579.00	3,579.00	3,579.00	3,579.00	3,579.00	21,474.00

-	-	-	-	-	10,000.00	10,000.00
-	-	-	-	-	5,000.00	5,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
500.00	-	-	-	-	2,500.00	3,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
500.00	-	-	-	-	17,500.00	18,000.00
1,800.00	-	-	-	-	-	1,800.00
500.00	-	-	-	-	-	500.00
-	-	-	-	-	-	-
150.00	150.00	150.00	150.00	150.00	150.00	900.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

-	-	-	-	-	-	-
-	-	-	-	500.00	500.00	1,000.00
200.00	200.00	200.00	200.00	200.00	200.00	1,200.00
-	-	-	-	-	-	-
500.00	500.00	500.00	500.00	500.00	500.00	3,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
3,720.00	3,720.00	3,720.00	3,720.00	4,220.00	4,220.00	23,320.00
-	-	-	-	10,000.00	10,000.00	20,000.00
-	-	-	-	5,000.00	40,000.00	45,000.00
-	-	-	-	3,000.00	3,000.00	6,000.00
-	-	-	-	300.00	300.00	600.00
-	-	-	-	500.00	500.00	1,000.00
-	-	-	-	600.00	600.00	1,200.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

-						-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	19,400.00	54,400.00	73,800.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
\$ 10,449	\$ 7,649	\$ 7,649	\$ 7,649	\$ 28,399	\$ 80,049	\$ 141,844
\$ 42,051	\$ (5,149)	\$ 52,351	\$ 7,351	\$ 31,601	\$ (70,049)	\$ 58,156
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
\$ 42,051.00	#####	#####	\$ 7,351.00	#####	#####	\$ 58,156.00
-	-	-	-	-	-	-
\$ 42,051.00	#####	#####	\$ 7,351.00	#####	#####	\$ 58,156.00

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 550,625	Assume \$4,405 ADM Funding per student
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)	\$ 235,000	One Half of ADM Funding for Start - up Grant
State Matching Funds for School Lunch Program	\$ 50,464	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 80,006	Assume Support of \$2,400 per Kindergarten Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 3,300	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 200,000	Competitive Grant for Implementation and Planning
Charter School Facilities Assistance Program Grant		
Title I	\$ 52,316	Assume 70% of students qualify for Free and Reduced Lunch Program
Title II	\$ 13,087	Professional Development for Teachers and Staff
Federal Lunch Program	\$ 50,464	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		

Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other Fundraising	\$ 25,000	Grants, Special Event Fundraiser's, Direct Mail Campaign, Personal Solicitations, etc.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,260,262	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 566,649	Use staffing workbook
Substitutes	\$ 3,000	Assume 3 Substitute Teachers @ 20 Substitute Days
Professional Development	\$ 8,000	Assume 800.00 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 577,649	
Instructional Supplies and Resources		
Textbooks	\$ 23,000	Assume \$250.00 per students (including \$10,000 purchased)
Library, periodicals, etc	\$ 5,000	
Technology	\$ 15,000	Smart Boards
Assessment materials	\$ 9,000	
Computers	\$ 10,000	For Computer Lab
Software	\$ 6,000	Learning Software

Other classroom supplies	\$ 10,000	Assume \$75.00 per student
Field trips, other unclassified items	\$ 4,500	Assume 35.00 per student
Co-curricular & Athletics	\$ 8,000	Enrichment Activities
Other (please describe)		
Total Instructional Supplies and Resources	\$ 90,500	
Support Supplies and Resources		
Administrative Computers	\$ 1,100	\$550.00 for 2 laptops
Administrative Software	\$ 1,000	Licensing for Software
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 1,200	Overall Office Supplies for Staff
Other (please describe)		
Total Support Supplies and Resources	\$ 5,800	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 400	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		

Other (please describe)		
Total Board Expenses	\$ 2,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 11,000	Contracted Services
Audit Services	\$ 8,000	
Payroll Services	\$ 600	Contracted Services
Accounting Services	\$ 6,000	Contracted Services
Printing/Newsletter/Annual Report Services		
Consultants (Fund Development)	\$ 6,000	Contracted Services
Internet Services	\$ 2,400	Flat Fee
Telephone/Telecommunication Services	\$ 2,400	Flat Fee
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 17,050	Assume \$113.00 per student
Travel	\$ 3,000	Conference Travel
Postage	\$ 1,000	Assume \$6.00 per student
Special Education Services		
Student Information Services	\$ 6,000	
Food service	\$ 67,110	Assume \$2.25 per student per school day
Transportation		
4 Extra-Curricular Non-Credentialed Instructors (1099)	\$ 12,800	Assume \$20.00 per hour, 4 hours per week , two days per week
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 143,360	
Facilities		
Rent, mortgage, or other facility cost	\$	

	90,000	
Furniture		Covered in pre-opening period
Gas/electric	\$ 14,000	Assume \$106.00 per student
Water/ Sewer	\$ 3,000	Assume \$22.00 per student
Grounds Keeping	\$ 3,200	Assume \$21.00 per student
Maintenance Services	\$ 3,000	Assume \$22.00 per student
Custodial	\$ 11,000	Assume 73.00 per student
Waste disposal	\$ 1,500	Assume \$11.00 per student
Other (please describe)		
Total Facilities	\$ 125,700	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 11,012	Assume 2% of Basic Grant
CMO/EMO Fee	\$ 27,531	Assume 5% of Basic Grant
Other (please describe)		
Total Other	\$ 38,543	
Total Expenditures	\$ 983,552	
Carryover/Deficit	\$ 276,710	

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director, 100%, FTE	1	56,500	56,500	8,639	65,139
Human Resource Director, 100%, FTE	1	36,000	36,000	5,504	41,504
Principal, 100%, FTE	1	42,000	42,000	6,422	48,422
Administrative Secretary, 100%, FTE	1	28,000	28,000	4,281	32,281
Credentialed Teachers, 100% FTE	6	36,000	216,000	33,026	249,026
Counselor, 50% PTE	1	18,000	18,000	2,752	20,752
Curriculum Specialist, 50% PTE	1	15,000	15,000	2,293	17,293
Instructional Aides, 100% FTE	3	16,000	48,000	7,339	55,339
Security, 100%, FTE	2	16,000	32,000	4,893	36,893
			-		-
			-		-
			-		-
TOTAL			491,500	75,149	566,649

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 770,875	Assume \$4,405 ADM Funding per student
Common School Loan	\$ 390,260	One Half of ADM Funding for Start - up Grant
State Matching Funds for School Lunch Program	\$ 67,795	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 80,006	Assume Support of \$2,400 per Kindergarten Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 5,170	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive Grant for Implementation and Planning
Charter School Facilities Assistance Program Grant		
Title I	\$ 85,686	Assume 70% of students qualify for Free and Reduced Lunch Program
Title II	\$ 17,994	Professional Development for Teachers and Staff
Federal Lunch Program	\$ 67,795	
Federal Breakfast Reimbursement		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other Fundraising	\$ 50,000	Grants, Special Event Fundraiser's, Direct Mail Campaign, Personal Solicitations, etc.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,535,581	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 700,962	Use staffing workbook
Substitutes	\$ 4,000	Assume 4 Substitute Teachers @ 30 Substitute Days
Professional Development	\$ 10,000	Assume 700.00 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 714,962	
Instructional Supplies and Resources		
Textbooks	\$ 13,200	Assume \$250.00 per students
Library, periodicals, etc	\$ 8,000	
Technology	\$ 10,000	Smart Boards for new classrooms
Assessment materials	\$ 11,000	
Computers	\$ 10,000	For Computer Lab
Software	\$ 8,000	Learning Software
Other classroom supplies	\$ 12,500	Assume \$75.00 per student
Field trips, other unclassified items	\$ 7,000	Assume 35.00 per student
Co-curricular & Athletics	\$ 10,000	Enrichment Activities
Other (please describe)		
Total Instructional Supplies and Resources	\$ 89,700	

Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 1,500	Overall Office Supplies for Staff
Other (please describe)		
Total Support Supplies and Resources	\$ 4,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 200	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 1,800	
Professional Purchased or Contracted Services		
Legal Services	\$ 11,000	Contracted Services
Audit Services	\$ 9,000	
Payroll Services	\$ 600	Contracted Services
Accounting Services	\$ 6,000	Contracted Services
Printing/Newsletter/Annual Report Services		
Consultants (Fund Development)	\$	Contracted Services

	6,000	
Internet Services	\$ 2,400	Flat Fee
Telephone/Telecommunication Services	\$ 2,400	Flat Fee
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 22,400	Assume \$113.00 per student
Travel	\$ 3,000	Conference Travel
Postage	\$ 1,000	Assume \$5.00 per student
Special Education Services		
Student Information Services	\$ 6,000	
Food service	\$ 92,277	Assume \$2.25 per student per school day
Transportation		
5 Extra-Curricular Non-Credentialed Instructors (1099)	\$ 16,000	Assume \$20.00 per hour, 4 hours per week , two days per week
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 178,077	
Facilities		
Rent, mortgage, or other facility cost	\$ 110,000	
Furniture	\$ 22,000	Assume \$293.00 per new student
Gas/electric	\$ 16,000	Assume \$80.00 per student
Water/ Sewer	\$ 4,000	Assume \$20.00 per student
Grounds Keeping	\$ 4,000	Assume \$20.00 per student
Maintenance Services	\$ 3,800	Assume \$19.00 per student
Custodial	\$ 12,000	Assume 60.00 per student
Waste disposal	\$ 2,000	Assume \$10.00 per student

Other (please describe)		
Total Facilities	\$ 173,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 15,417	Assume 2% of Basic Grant
CMO/EMO Fee	\$ 38,544	Assume 5% of Basic Grant
Other (please describe)		
Total Other	\$ 53,961	
Total Expenditures	\$ 1,216,300	
Carryover/Deficit	\$ 319,281	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director, 100%, FTE	1	61,000	61,000	9,326	70,326
Human Resource Director, 100%, FTE	1	38,000	38,000	5,810	43,810
Principal, 100%, FTE	1	44,000	44,000	6,728	50,728
Administrative Secretary, 100%, FTE	1	30,000	30,000	4,587	34,587
Credentialed Teachers, 100% FTE	8	36,000	288,000	44,035	332,035
Counselor, 100% FTE	1	36,000	36,000	5,504	41,504
Curriculum Specialist, 50% PTE	1	15,000	15,000	2,293	17,293
Instructional Aides, 100% FTE	4	16,000	64,000	9,786	73,786
Security, 100%, FTE	2	16,000	32,000	4,893	36,893
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL			608,000	92,962	700,962

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 991,124	Assume \$4,405 ADM Funding per student
Common School Loan		
State Matching Funds for School Lunch Program	\$ 84,744	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 80,006	Assume Support of \$2,400 per Kindergarten Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 6,170	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 110,167	Assume 70% of students qualify for Free and Reduced Lunch Program
Title II	\$ 23,135	Professional Development for Teachers and Staff
Federal Lunch Program	\$ 84,744	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other Fundraising	\$ 75,000	Grants, Special Event Fundraiser's, Direct Mail Campaign, Personal Solicitations, etc.
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,455,090	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 880,816	Use staffing workbook
Substitutes	\$ 5,000	Assume 5 Substitute Teachers @ 30 Substitute Days
Professional Development	\$ 11,000	Assume 900.00 per staff member
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 896,816	
Instructional Supplies and Resources		
Textbooks	\$ 13,200	Assume \$250.00 per students
Library, periodicals, etc	\$ 5,000	
Technology	\$ 7,500	Smart Boards for new classrooms
Assessment materials	\$ 13,000	
Computers	\$ 12,500	For Computer Lab
Software	\$ 9,000	Learning Software
Other classroom supplies	\$ 10,000	Assume \$75.00 per new student
Field trips, other unclassified items	\$ 8,500	Assume 35.00 per student
Co-curricular & Athletics	\$ 10,000	Enrichment Activities
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 88,700	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 400	
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 1,800	Overall Office Supplies for Staff
Other (please describe)		
Total Support Supplies and Resources	\$ 4,700	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 200	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 1,800	
Professional Purchased or Contracted Services		
Legal Services	\$ 11,000	Contracted Services
Audit Services	\$ 10,000	

Payroll Services	\$ 750	Contracted Services
Accounting Services	\$ 6,000	Contracted Services
Printing/Newsletter/Annual Report Services		
Consultants (Fund Development)	\$ 7,000	Contracted Services
Internet Services	\$ 2,400	Flat Fee
Telephone/Telecommunication Services	\$ 2,400	Flat Fee
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 27,300	Assume \$109.00 per student
Travel	\$ 3,000	Conference Travel
Postage	\$ 1,000	Assume \$4.00 per student
Special Education Services		
Student Information Services	\$ 7,000	
Food service	\$ 118,642	Assume \$2.35 per student per school day
Transportation		
6 Extra-Curricular Non-Credentialed Instructors (1099)	\$ 19,200	Assume \$20.00 per hour, 4 hours per week , two days per week
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 215,692	
Facilities		
Rent, mortgage, or other facility cost	\$ 115,000	
Furniture		
Gas/electric	\$ 17,000	Assume \$68.00 per student
Water/ Sewer	\$ 4,500	Assume \$18.00 per student
Grounds Keeping	\$ 4,600	Assume \$18.50 per student
Maintenance Services	\$	Assume \$18.50 per student

	4,600	
Custodial	\$ 12,000	Assume \$48.00 per student
Waste disposal	\$ 2,500	Assume \$10.00 per student
Other (please describe)		
Total Facilities	\$ 160,200	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 19,517	Assume 2% of Basic Grant
CMO/EMO Fee	\$ 49,956	Assume 5% of Basic Grant
Other (please describe)		
Total Other	\$ 69,473	
Total Expenditures	\$ 1,437,381	
Carryover/Deficit	\$ 17,709	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director, 100%, FTE	1	63,000	63,000	9,634	72,634
Human Resource Director, 100%, FTE	1	38,000	38,000	5,810	43,810
Principal, 100%, FTE	1	46,000	46,000	7,033	53,033
Administrative Secretary, 100%, FTE	1	30,000	30,000	4,587	34,587
Credentialed Teachers, 100% FTE	11	36,000	396,000	60,548	456,548
Counselor, 100% FTE	1	38,000	38,000	5,810	43,810
Curriculum Specialist, 50% PTE	1	18,000	18,000	2,752	20,752
Instructional Aides, 100% FTE	6	17,000	102,000	15,596	117,596
Security, 100%, FTE	2	16,500	33,000	5,046	38,046
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			-		-
			-		-
			-		-
TOTAL			764,000	116,816	880,816

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,211,375	Assume \$4,405 ADM Funding per student
Common School Loan		
State Matching Funds for School Lunch Program	\$ 101,693	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 80,006	Assume Support of \$2,400 per Kindergarten Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 7,140	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 134,649	Assume 70% of students qualify for Free and Reduced Lunch Program
Title II	\$ 28,276	Professional Development for Teachers and Staff
Federal Lunch Program	\$ 101,693	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Fundraising)	\$ 100,000	Grants, Special Event Fundraiser's, Direct Mail Campaign, Personal Solicitations, etc.
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,764,832	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,101,597	Use staffing workbook
Substitutes	\$ 6,000	Assume 4 Substitute Teachers @ 30 Substitute Days
Professional Development	\$ 12,000	Assume 700.00 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,119,597	
Instructional Supplies and Resources		
Textbooks	\$ 8,000	Assume \$250.00 per new students
Library, periodicals, etc	\$ 5,000	
Technology	\$ 8,000	Smart Boards for new classrooms
Assessment materials	\$ 14,000	
Computers	\$ 15,000	For Computer Lab
Software	\$ 10,000	Learning Software
Other classroom supplies	\$ 13,000	Assume \$75.00 per new students
Field trips, other unclassified items	\$ 9,500	Assume 35.00 per student
Co-curricular & Athletics	\$ 12,000	Enrichment Activities
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$ 94,500	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 2,100	Overall Office Supplies for Staff
Other (please describe)		
Total Support Supplies and Resources	\$ 4,600	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 200	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 1,800	
Professional Purchased or Contracted Services		
Legal Services	\$ 11,000	Contracted Services
Audit Services	\$ 10,000	

Payroll Services	\$ 750	Contracted Services
Accounting Services	\$ 6,000	Contracted Services
Printing/Newsletter/Annual Report Services		
Consultants (Fund Development)	\$ 8,000	Contracted Services
Internet Services	\$ 2,400	Flat Fee
Telephone/Telecommunication Services	\$ 2,400	Flat Fee
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 33,100	Assume \$113.00 per student
Travel	\$ 3,000	Conference Travel
Postage	\$ 1,000	Assume \$4.00 per student
Special Education Services		
Student Information Services	\$ 8,000	
Food service	\$ 145,006	Assume \$2.40 per student per school day
Transportation		
6 Extra-Curricular Non-Credentialed Instructors (1099)	\$ 19,200	Assume \$20.00 per hour, 4 hours per week , two days per week
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 249,856	
Facilities		
Rent, mortgage, or other facility cost	\$ 120,000	
Furniture	\$ 10,000	Assume \$135.00 per new student
Gas/electric	\$ 18,000	Assume \$60.00 per student
Water/ Sewer	\$ 5,000	Assume \$20.00 per student
Grounds Keeping	\$ 5,400	Assume \$18.00 per student

Maintenance Services	\$ 5,400	Assume \$18.00 per student
Custodial	\$ 13,000	Assume 50.00 per student
Waste disposal	\$ 3,000	Assume \$10.00 per student
Other (please describe)		
Total Facilities	\$ 179,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 24,228	Assume 2% of Basic Grant
CMO/EMO Fee	\$ 60,569	Assume 5% of Basic Grant
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 84,797	
Total Expenditures	\$ 1,734,950	
Carryover/Deficit	\$ 29,883	

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director, 100%, FTE	1	65,000	65,000	9,938	74,938
Human Resource Director, 100%, FTE	1	39,000	39,000	5,963	44,963
Principal, 100%, FTE	1.5	42,000	63,000	9,633	72,633
Administrative Secretary, 100%, FTE	1	31,000	31,000	4,740	35,740
Credentialed Teachers, 100% FTE	13	37,500	487,500	74,539	562,039
Counselor, 100% FTE	1.5	34,000	51,000	7,798	58,798
Curriculum Specialist, 100% PTE	1	32,000	32,000	4,893	36,893
Instructional Aides, 100% FTE	9	17,000	153,000	23,394	176,394
Security, 100%, FTE	2	17,000	34,000	5,199	39,199
			-		-
			-		-
			-		-
			-		-
TOTAL			955,500	146,097	1,101,597

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,321,500	Assume \$4,405 ADM Funding per student
Common School Loan		
State Matching Funds for School Lunch Program	\$ 110,167	
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 80,006	Assume Support of \$2,400 per Kindergarten Student
Gifted and Talented Program		
Textbook Reimbursement	\$ 7,920	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 146,890	Assume 70% of students qualify for Free and Reduced Lunch Program
Title II	\$ 30,847	Professional Development for Teachers and Staff
Federal Lunch Program	\$ 110,167	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (Fund Development)	\$ 125,000	Grants, Special Event Fundraiser's, Direct Mail Campaign, Personal Solicitations, etc.
Other (please describe)		
Other (please describe)		
Other (please describe)		

Total Revenue	\$ 1,932,497	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,241,097	Use staffing workbook
Substitutes	\$ 7,000	Assume 5 Substitute Teachers @ 30 Substitute Days
Professional Development	\$ 13,000	Assume 700.00 per staff
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,261,097	
Instructional Supplies and Resources		
Textbooks	\$ 10,000	Assume \$135.00 per students
Library, periodicals, etc	\$ 7,500	
Technology	\$ 8,000	Smart Boards for new classrooms
Assessment materials	\$ 14,000	
Computers	\$ 15,000	For Computer Lab
Software	\$ 10,000	Learning Software
Other classroom supplies	\$ 13,000	Assume \$45.00 per student
Field trips, other unclassified items	\$ 10,500	Assume 35.00 per student
Co-curricular & Athletics	\$ 12,000	Enrichment Activities
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$ 100,000	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 1,800	Overall Office Supplies for Staff
Other (please describe)		
Total Support Supplies and Resources	\$ 4,300	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,200	
Charter Board Supplies & Equipment	\$ 600	
Charter Board Dues, fees, etc	\$ 400	
Other (please describe)		
Total Board Expenses	\$ 2,200	
Professional Purchased or Contracted Services		
Legal Services	\$ 11,000	Contracted Services
Audit Services	\$ 10,000	
Payroll Services	\$ 800	Contracted Services
Accounting Services	\$	Contracted Services

	6,000	
Printing/Newsletter/Annual Report Services		
Consultants (Fund Development)	\$ 9,000	Contracted Services
Internet Services	\$ 2,400	Flat Fee
Telephone/Telecommunication Services	\$ 2,400	Flat Fee
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 38,200	Assume \$113.00 per student
Travel	\$ 3,000	Conference Travel
Postage	\$ 1,000	Assume \$5.00 per student
Special Education Services		
Student Information Services	\$ 9,000	
Food service	\$ 158,189	Assume \$2.25 per student per school day
Transportation		
6 Extra-Curricular Non-Credentialed Instructors (1099)	\$ 19,200	Assume \$20.00 per hour, 4 hours per week , two days per week
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 270,189	
Facilities		
Rent, mortgage, or other facility cost	\$ 125,000	
Furniture	\$ 5,000	Assume \$200.00 per new student
Gas/electric	\$ 18,000	Assume \$60.00 per student
Water/ Sewer	\$ 5,000	Assume \$17.00 per student
Grounds Keeping	\$ 5,400	Assume \$18.00 per student
Maintenance Services	\$ 5,400	Assume \$19.00 per student
Custodial	\$	Assume 50.00 per student

	13,000	
Waste disposal	\$ 3,000	Assume \$10.00 per student
Other (please describe)		
Total Facilities	\$ 179,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 26,430	Assume 2% of Basic Grant
CMO/EMO Fee	\$ 66,075	Assume 5% of Basic Grant
Other (please describe)		
Total Other	\$ 92,505	
Total Expenditures	\$ 1,910,091	
Carryover/Deficit	\$ 22,406	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Executive Director, 100%, FTE	1	70,000	70,000	10,703	80,703
Human Resource Director, 100%, FTE	1	41,000	41,000	6,269	47,269
Principal, 100%, FTE	1.5	44,000	66,000	10,091	76,091
Administrative Secretary, 100%, FTE	1	33,000	33,000	5,046	38,046
Credentialed Teachers, 100% FTE	15	37,500	562,500	86,006	648,506
Counselor, 100% FTE	2	34,000	68,000	10,397	78,397
Curriculum Specialist, 100% PTE	1	32,000	32,000	4,893	36,893
Instructional Aides, 100% FTE	10	17,000	170,000	25,993	195,993
Security, 100%, FTE	2	17,000	34,000	5,199	39,199
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			-		-
			-		-
TOTAL			1,076,500	164,597	1,241,097

BUDGET NARRATIVE FOR LAWRENCE MCFARRIN SCHOOL OF THE ARTS, INC.

LMSAI's budget includes:

- food service program,
- textbook reimbursement,
- public charter school program (PCSP) planning grant,
- PCSP year 1 implementation grant,
- federal title I and title II grant programs,

Detail on significant revenue calculation assumptions are included in the notes section of each year's budget template. LMSAI will contract with a grant writer for pursuing grants and donations. On the governing board, finance and fundraising committees are established for seeking funds as well.

All the above anticipated funding is based on historical experience and data within other Indiana Charter Schools.

Per Pupil Revenue are based on a blend of South Bend and surrounding community rates. The actual rate will most likely be higher than the rate of \$4,280/ per student LMSAI incorporated in the budget. Gary', IN's students bring in excess of \$7000 per student. Per Pupil revenues are calculated using calendar year funding cycle based on previous September ADM enrollments. Common School Loan is calculated based on 50% ADM enrollment in year one using the formula on the Common School Loan application.

a. *What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?*

If any of the above revenues are not received or lower than anticipated, the local management will monitor and adjust expenditures as needed to maintain a balance budget and financial stability of the school. In addition, LMSAI feels the above revenue estimates are projected conservatively low.

The budget has been prepared based on comparison with other similar approved school budgets and expertise of current board members. The budget is designed to generate carryover funds to accumulate and cover any unanticipated or unexpected expenses that may arise. Excess funds will be evaluated and may be used to extinguish debt at an accelerated rate.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

- Instructional aides are included in the budget and supplies for such programs included in other educational supplies per student calculation.
- Transportation costs are not included in the budget as the school will not be providing transportation.

- Retirement plan contributions for both Indiana PERF and ISTRF programs are included in the benefits calculation for employees as indicated in the benefit description on the salary worksheets.
- A 403b plan may also be offered by the local management for employee contribution only, there is no employer matching offered with the 403b plan. In addition
- LMSAI will seek CRA Funds, Community Reinvestment ACT from banks within the community. These monies are not currently reflected in the budget.
- LMASI will also contract with a Fund Development Consultant to seek grants and conduct Fundraising venues.

Financial Service:

The LMSAI Board of Directors sets policy, and the School Director and staff will carry out day-to-day operations. Business consultation and support to the School Director will be provided by an outsourced school business services company. The accounting system will adhere to Generally Accepted Accounting Principles, and there will be adequate internal controls within the system. The School Director will oversee the work of the business services company, which will handle the timely and appropriate reporting regarding student outcomes, budget, etc. Reporting will be implemented in accordance with specific agreements between the school and the sponsoring district. Evaluation and hiring criteria, decisions, and procedures are set forth in this petition.

EXISTING NON-PROFIT FINANCIALS

N/A

The Lawrence McFarrin School of the Arts, Inc. has applied for its own non-profit status through the Internal Revenue Service (Pending Status)